

## Spring 2023 First-Year Writing Seminars

### **Monday, Wednesday, and Friday 08:00-08:500 AM**

ARCH 1901 SEM 101	Architecture, Death, Memories, and Politics
COML 1105 SEM 105	Books with Big Ideas
GDEV 1200 SEM 101	Decolonial Feminism and the Future of Food
PHIL 1112 SEM 104	Philosophical Conversations: Buddhist Bioethics

### **Monday, Wednesday, and Friday 10:10-11:000 AM**

ENGL 1160 SEM 102	Intersections: Race, Writing, and Power
ENGL 1167 SEM 102	Reading Now
ENGL 1168 SEM 101	Cultural Studies: Fantasy Television Series
ENGL 1168 SEM 109	Cultural Studies: Let's Walk—The Practice of Writing and Walking
ENGL 1170 SEM 101	Short Stories
ENGL 1170 SEM 102	Short Stories
ENGL 1183 SEM 101	Word and Image
GERST 1121 SEM 101	Writing Berlin
MEDVL 1101 SEM 101	Aspects of Medieval Culture: Life and Dying in the Middle Ages

### **Monday, Wednesday, and Friday 01:30-02:200 PM**

ENGL 1111 SEM 106	Writing Across Cultures: Medieval Dreams of Modern Insomnia
ENGL 1168 SEM 105	Cultural Studies: Let's Walk—The Practice of Writing and Walking
PAM 1500 SEM 101	Reading and Writing in Public Policy
PHIL 1112 SEM 103	Philosophical Conversations: Philosophy of Artificial Intelligence
ROMS 1113 SEM 101	Thinking and Thought: Ancient Rhetoric, Modern Contexts

### **Monday, Wednesday, and Friday 02:40-03:300 PM**

COML 1134 SEM 101	Reading Poetry
HIST 1200 SEM 101	Writing the Environment

### **Monday, Wednesday, and Friday 11:20-12:100 PM**

ENGL 1111 SEM 101	Writing Across Cultures: Loving and Losing
ENGL 1134 SEM 103	True Stories
ENGL 1140 SEM 102	Writing Medicine: Stories of Illness and Healing
ENGL 1160 SEM 103	Intersections: Race, Writing, and Power
ENGL 1167 SEM 103	Reading Now
ENGL 1168 SEM 102	Cultural Studies: Weirdos, Loners, Cryptids
ENGL 1168 SEM 103	Cultural Studies: Voice

### **Monday, Wednesday, and Friday 09:05-09:555 AM**

CLASS 1531 SEM 101	Greek Myth
COML 1104 SEM 101	Reading Films
ENGL 1134 SEM 101	True Stories
ENGL 1140 SEM 101	Writing Medicine: Stories of Illness and Healing
ENGL 1160 SEM 101	Intersections: Race, Writing, and Power
ENGL 1167 SEM 101	Reading Now
ENGL 1170 SEM 103	Short Stories
ENGL 1183 SEM 103	Word and Image
HIST 1200 SEM 105	Reading and Writing (in) American Cities
HIST 1200 SEM 106	Twentieth-Century US History Through Novels

**Monday, Wednesday, and Friday 03:45-04:355 PM**

HIST 1200 SEM 107	History of the Future
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**Monday, Wednesday, and Friday 12:25-01:155 PM**

COML 1105 SEM 101	Books with Big Ideas
ENGL 1111 SEM 102	Writing Across Cultures: An Intimate Ethics of Translation
ENGL 1183 SEM 102	Word and Image
ROMS 1108 SEM 105	Cultural Identities/Cultural Differences: Global Cities—Rio de Janeiro and Mexico City

**Monday and Wednesday 08:05-09:200 AM**

HD 1125 SEM 101	Science as the Greatest Good
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**Monday and Wednesday 10:10-11:000 AM**

WRIT 1380 SEM 101	Elements of Academic Writing: Writing about Place
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**Monday and Wednesday 02:45-04:000 PM**

COML 1106 SEM 101	Robots
ENGL 1111 SEM 105	Writing Across Cultures: Hybridity and Otherness
ENGL 1130 SEM 101	Writing the Environment: Erotic Ecologies II—Unnatural Nature
ENGL 1158 SEM 102	American Voices: Asian American Food Writing
ENGL 1158 SEM 105	American Voices: Black Print and Organizing in the Long Nineteenth Century
ENGL 1167 SEM 104	Reading Now
ENGL 1168 SEM 106	Cultural Studies: Children's and Young Adult Fiction
PHIL 1111 SEM 102	Philosophical Problems: Race, Gender, and Liberation in Latin American Philosophy
PSYCH 1120 SEM 101	Personality and Social Psychology: Witches and Werewolves—Monsters, Psychology, and the Other
ROMS 1108 SEM 101	Cultural Identities/Cultural Differences: Writing Italy
ROMS 1108 SEM 107	Cultural Identities, Cultural Differences: Food Cultures

**Monday and Wednesday 11:20-12:100 PM**

WRIT 1380 SEM 102 Elements of Academic Writing: Biohacks

**Monday and Wednesday 11:25-12:400 PM**

ANTHR 1101 SEM 104 Culture, Society, and Power:The Body and Biomedicine  
 BIONB 1220 SEM 101 Writing About Science: Accessible Prose, Engaging Narratives  
 COML 1105 SEM 102 Books with Big Ideas  
 GDEV 1200 SEM 103 Can Business Tackle Global Poverty and Inequality?  
 PMA 1145 SEM 101 Socks, Pads, and Other Stuff(ing): Drag Performance  
 ROMS 1108 SEM 104 Cultural Identities/Cultural Differences: Food Cultures  
 ROMS 1108 SEM 108 Cultural Identities: Postcards From Paradise

**Monday and Wednesday 09:40-10:555 AM**

GERST 1125 SEM 101 Media Studies  
 LING 1100 SEM 102 Language, Thought, and Reality: Language Birth, Death, and Rebirth  
 PMA 1172 SEM 101 Performative Writing  
 ROMS 1108 SEM 103 Cultural Identities/Cultural Differences: Food Cultures

**Monday and Wednesday 01:00-02:155 PM**

ANTHR 1101 SEM 102 Culture, Society, and Power:The Body and Biomedicine  
 ENGL 1111 SEM 103 Writing Across Cultures: Home, Unbound—Writing Out of Diaspora  
 ENGL 1111 SEM 104 Writing Across Cultures: The Detective Novel and Film  
 ENGL 1158 SEM 101 American Voices: Performing America  
 ENGL 1168 SEM 104 Cultural Studies: Communicating Climate Change  
 GERST 1123 SEM 101 Romanticism on Film: International Horror Cinema  
 PHIL 1112 SEM 102 Philosophical Conversations: Philosophy of Love

**Monday and Wednesday 07:30-08:455 PM**

ANTHR 1101 SEM 103 Culture, Society, and Power: Right to the City  
 COML 1119 SEM 101 A Taste of Russian Literature  
 ENGL 1105 SEM 101 Writing and Sexual Politics: Modernist Literature’s Sexual Revolution  
 ENGL 1105 SEM 102 Writing and Sexual Politics: Women Writing Science in the Early Modern World  
 ENGL 1170 SEM 105 Short Stories  
 HIST 1200 SEM 102 History and Historians in East Asia  
 HIST 1200 SEM 103 Environmental Pressures of South Asia  
 HIST 1200 SEM 104 Pearls, Oil, and Cornell-Qatar: Globalization in the Persian Gulf  
 NES 1973 SEM 101 The Qur’an and Islamic Tradition  
 PHIL 1111 SEM 101 Philosophical Problems: Moral Relativism and Moral Skepticism  
 ROMS 1102 SEM 102 The Craft of Storytelling: Pretend it’s a City—New York and the Arts

**Monday and Wednesday 12:25-01:155 PM**

WRIT 1380 SEM 103 Elements of Academic Writing: Biohacks

**Tuesday and Thursday 08:05-09:200 AM**

AMST 1139 SEM 101 Page to Stage to Kick-Ball-Change: Adapting Musical Theatre  
 COML 1105 SEM 106 Books with Big Ideas  
 ENGL 1130 SEM 102 Writing the Environment: Black Atlantic Ecologies  
 ENGL 1134 SEM 102 True Stories  
 ENGL 1170 SEM 104 Short Stories  
 GOVT 1101 SEM 103 Power and Politics: Is Feminism for Everybody?  
 HD 1155 SEM 101 Playing to Learn  
 HE 1150 SEM 101 Why People Change: Aging and the Media  
 MEDVL 1101 SEM 102 Aspects of Medieval Culture: Mind and Soul in the Middle Ages

**Tuesday and Thursday 10:10-11:000 AM**

WRIT 1380 SEM 105 Elements of Academic Writing: Climate and Literature

**Tuesday and Thursday 02:45-04:000 PM**

ANTHR 1101 SEM 101 Culture, Society, and Power: Indigenous Resurgence!  
 ENGL 1105 SEM 104 Writing and Sexual Politics: Female Desire in the Digital Age  
 ENGL 1111 SEM 108 Writing Across Cultures: Transforming Autobiographical Writing  
 ENGL 1130 SEM 103 Writing the Environment: Surrealism and Apocalypse in the U.S. and Global South  
 ENGL 1160 SEM 105 Intersections: Race, Writing, and Power  
 GDEV 1200 SEM 102 Rewriting Climate Futures  
 HIST 1200 SEM 109 Use and Abuse of the Middle Ages in the Modern World  
 HIST 1402 SEM 101 Global Islam  
 LING 1100 SEM 101 Language, Thought, and Reality: Words and Pictures  
 PHIL 1112 SEM 101 Philosophical Conversations: Philosophy of Fun :)  
 PMA 1170 SEM 101 Text Me When You Get Home: Care as Survival  
 ROMS 1109 SEM 102 Image and Imagination: French Film—1895 to the Present  
 STS 1126 SEM 101 Science and Society: Controversies

**Tuesday and Thursday 11:20-12:100 PM**

WRIT 1380 SEM 106 Elements of Academic Writing: Race in the Middle Ages

**Tuesday and Thursday 11:25-12:400 PM**

ARTH 1174 SEM 101 Photography and Text  
 ARTH 1176 SEM 101 Can Art Change the World?

ASRC 1899 SEM 101	The 1619 Project: Controversy and the Writing of Public History
COML 1105 SEM 103	Books with Big Ideas
ENGL 1105 SEM 103	Writing and Sexual Politics: Discovering Desire
ENGL 1111 SEM 107	Writing Across Cultures: Writing Memory from the Watery
ENGL 1134 SEM 104	True Stories
ENGL 1158 SEM 103	American Voices: Literature of Bullshit Jobs
ENGL 1170 SEM 106	Short Stories
ENGL 1183 SEM 104	Word and Image
GERST 1109 SEM 101	From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
GERST 1170 SEM 101	Marx, Nietzsche, Freud
HIST 1200 SEM 108	Feuds, Disputes, and Law in the Early Middle Ages, 400 CE-1100 CE
MUSIC 1701 SEM 101	Sounds Sense and Ideas: On Display—Carnival, Festival, and Ritual
PHIL 1110 SEM 101	Philosophy in Practice: Feminism, Gender, and Education
PMA 1171 SEM 101	Re/presentations: The politics of Queer BIPOC Artists
ROMS 1108 SEM 106	Cultural Identities,Cultural Differences: Blackness in French

**Tuesday and Thursday 09:05-09:55 AM**

WRIT 1380 SEM 104	Elements of Academic Writing: Metaphor in Art, Science, and Culture
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**Tuesday and Thursday 09:40-10:55 AM**

ARTH 1175 SEM 101	Archaeological Collections
ASIAN 1112 SEM 101	Literary Realism and Allegories of Identity in Twentieth-Century Chinese Fiction
ASRC 1861 SEM 101	The Caribbean Beyond the Global Imaginary
BIONB 1220 SEM 102	Science and Technology in Popular Culture
COML 1105 SEM 104	Books with Big Ideas
COML 1134 SEM 102	Reading Poetry
COML 1137 SEM 101	“Wonderful Things”: Orientalism in Art, Literature, and Culture
ENGL 1140 SEM 103	Writing Medicine: Stories of Illness and Healing
ENGL 1167 SEM 105	Reading Now
GERST 1109 SEM 102	From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
GOVT 1101 SEM 102	Power and Politics: Politics and Nature
MEDVL 1101 SEM 103	Aspects of Medieval Culture: Details in Dress—Reading Clothing in Medieval Literature
ROMS 1102 SEM 101	The Craft of Storytelling: <i>Decameron</i>
ROMS 1108 SEM 109	Cultural Identities: Feminisms
ROMS 1120 SEM 101	Animals in Global Cinema: Human and Non-human

**Tuesday and Thursday 01:00-02:155 PM**

AMST 1139 SEM 102	CANCELLED - The Personal is Political: Feminist Performance 1900-Now
ASRC 1860 SEM 101	A Dream, not a Nightmare: Martin Luther King, Jr. and the Quest for Justice.
BIOEE 1640 SEM 101	The Female Bird’s Eye View: Women’s Voices in Ornithology

ENGL 1160 SEM 104	Intersections: Race, Writing, and Power
ENGL 1168 SEM 107	Cultural Studies: Refugee Stories—Dislocation, Relocation
ENGL 1168 SEM 108	Cultural Studies: Comic Books! Graphic Novels! Transmedia!
ENGL 1183 SEM 105	Word and Image
ENGL 1270 SEM 101	Writing About Literature: Writing About the Arts at Cornell
GERST 1124 SEM 101	Writing Between: Here, There, Everywhere, Nowhere
GERST 1170 SEM 102	Marx, Nietzsche, Freud
GOVT 1101 SEM 101	Power and Politics: Russia
PHIL 1110 SEM 102	Philosophy in Practice: Ethics in the Digital World
ROMS 1109 SEM 101	Image and Imagination: French Film—1895 to the Present
WRIT 1450 SEM 101	Communicating Big Ideas: Climate Change Rhetoric

**Tuesday and Thursday 12:25-01:155 PM**

WRIT 1380 SEM 107	Elements of Academic Writing: Food for Thought
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## AMERICAN STUDIES 1139

### Page to Stage to Kick-Ball-Change: Adapting Musical Theatre

Why tell the same story in a new way? More than half of all the shows nominated for the Tony Award for Best Musical are adaptations. From *Hamilton* and *Hadestown* to *The Wizard of Oz* and *West Side Story*, playwrights and composers have been recreating pre-existing plots for the all-singing, all-dancing stage for generations. How do adaptations reinvigorate stories for new audiences in an ever-changing society? How do they intersect and impact understandings of race, class, gender, sexuality, and politics? Students will watch various musical theatre adaptations and compare them alongside source materials including fiction, film, comics, biography, and more. Through writing performance reviews, analytic essays, and imagining an original musical theatre adaptation, students will become triple threats in critical thinking, argumentation, and literary style.

SEM 101 TR 08:05-09:20 AM Andrew Colpitts 18939 Beth Milles

Due to the overlap in material, you will not receive credit for this class if you have previously taken PMA 1164 taught by Andrew Colpitts.

## AMERICAN STUDIES 1139

### CANCELLED - The Personal is Political: Feminist Performance 1900-Now

CANCELLED - Is feminism a set of personal experiences, political ideas, or the ideology that women and men are equal? How has feminism been represented in the public sphere? How does feminist performance contribute to our understandings of identity, power, and community? Grounded in a study of dramatic literature and theatrical spectacles, this course discusses how women in theater contribute to and challenge prevalent understandings of history, gender identity, and masculinist ideas of power. With an emphasis on in-class discussions and peer editing, this class will foster and enhance each student's ability to produce coherent, concise, persuasive prose in the form of critical arguments. Students will analyze examples of performance through critical texts from fields of performance studies, gender and sexuality studies, and critical race theory.

SEM 102 TR 01:00-02:15 PM Jayme Kilburn 19180 Beth Milles

Due to the overlap in material, you will not receive credit for this class if you have previously taken PMA 1154 taught by Jayme Kilburn.

## ANTHROPOLOGY 1101

### Culture, Society, and Power: Indigenous Resurgence!

Despite centuries of damage and marginalization due to colonialism, North American Indigenous Nations and communities today are growing and in some cases thriving. However, Indigenous populations (alongside everyone on earth) face an uncertain future due to climate change, environmental degradation, and resource pressure. This writing seminar will examine how Indigenous communities are imagining and planning for sustainable futures. Some Nations have taken economic development approaches that place them firmly within capitalism, while others advocate for a return to land, ceremony, and language. Readings and written assignments explore and evaluate several differing strategies, as well as Indigenous futurities imagined through film and fiction. Assignments will build students' capacity for expressing themselves with clarity and elegance, rigorously evaluating sources, and sorting out opposing viewpoints.

SEM 101 TR 02:45-04:00 PM Kurt Jordan 18532

## ANTHROPOLOGY 1101

### Culture, Society, and Power: The Body and Biomedicine

What does it mean to have a body, or be a body, under the gaze of biomedicine? In what ways are our bodies shaped by the technologies and practices of care that we encounter in a hospital? Why might we consider biomedicine a culture, and how much does this culture differ as it is encountered in different places (and with different bodies) around the world? Drawing on ethnographic, historical, and philosophical literature, alongside film, art, and fiction, this course will offer an introduction to core theories in medical anthropology, anthropology

of the body, and science studies of medicine. Students will engage in a hands-on ethnographic community engagement research project throughout the semester to fulfill the writing requirements for an FWS.

SEM 102 MW 01:00-02:15 PM Rebekah Ciribassi 18533 Alex Nading

### **ANTHROPOLOGY 1101**

#### **Culture, Society, and Power: Right to the City**

What does it mean to belong in a city? To have rights and to participate in urban life? The seminar explores how marginalized urban communities—racial minorities, diasporas, queer people, informal settlements—struggle for space, rights, and belonging in cities. The cities covered include Bangkok, Istanbul, New York, and São Paulo. We will watch films, read short stories and discuss ethnographies. Students will learn to write about an urban community through engaging with literary, visual, and ethnographic materials.

SEM 103 MW 07:30-08:45 PM Xinyu Guan 18534 Alex Nading

### **ANTHROPOLOGY 1101**

#### **Culture, Society, and Power: The Body and Biomedicine**

What does it mean to have a body, or be a body, under the gaze of biomedicine? In what ways are our bodies shaped by the technologies and practices of care that we encounter in a hospital? Why might we consider biomedicine a culture, and how much does this culture differ as it is encountered in different places (and with different bodies) around the world? Drawing on ethnographic, historical, and philosophical literature, alongside film, art, and fiction, this course will offer an introduction to core theories in medical anthropology, anthropology of the body, and science studies of medicine. Students will engage in a hands-on ethnographic community engagement research project throughout the semester to fulfill the writing requirements for an FWS.

SEM 104 MW 11:25-12:40 PM Rebekah Ciribassi 11111

### **ARCHITECTURE 1901**

#### **Architecture, Death, Memories, and Politics**

Life and death are parts of our connected (hi)stories in which humans are not the sole agents; the built environment plays crucial roles. This course revolves around the proximity between architecture, death, memory, and politics by exploring the complex webs of their relations that register tangible marks on the built environment. In this course these four terms serve as a framework for thinking through some critical issues in all writing assignments and in-class activities. By writing a personal essay, a response paper, an editorial statement, and academic papers, you will not only develop a close reading of materials assigned for the course but also engage in all stages of the writing process, from drafting to revising to peer review.

SEM 101 MWF 08:00-08:50 AM Eun-Jeong Kim 18535 Knight staff

### **ART HISTORY 1174**

#### **Photography and Text**

Like the right Instagram filter, writing can change the way a photograph impacts its viewer. This course touches on some of photography's key histories and concerns to improve the way students write with images. By making something appear, a photograph wields great power on a screen or printed page. Writers not only elegantly describe photographs, but mine, subvert, and silence images with text. Class sessions will cover topics related to conceptual art, the documentary tradition, fourth-wave feminism, and postcolonial theory to interrogate photography's possibilities against the writer's responsibilities.

SEM 101 TR 11:25-12:40 PM Ksenia Pavlenko 18536 Benjamin Anderson



## **ART HISTORY 1175**

### **Archaeological Collections**

Why do people collect things? How do collections relate to the people who made the objects, and those who found, bought, and assembled them together? What can collections of archaeological media reveal about past lives and our own University? In this seminar, we will explore these questions through the object collections stored and displayed in our classrooms, museums, and libraries at Cornell. Writing assignments will allow students to translate what they see and feel when engaging ancient art objects into writing, including a formal analysis, object biography, and gallery labels. Based on their own engagement with media related to the ancient Mediterranean world, students will curate an exhibition of an archaeological collection.

SEM 101 TR 09:40-10:55 AM Jessica Plant 18537 Benjamin Anderson

## **ART HISTORY 1176**

### **Can Art Change the World?**

bell hooks wrote that “Changing how we see images is clearly one way to change the world.” But how do images, in turn, shape how we perceive the world around us? How does art and visual culture contribute to historical change? This course examines how images can construct, or question, our perspectives. We will think critically about what separates the everyday images we consume through advertisements and social media from the fine art of modern and contemporary art institutions. Drawing on a selection of modern and contemporary artists working in various geopolitical contexts, students will learn how to pair art historical methods of describing images with political, economic, and social analysis. The course will also introduce students to key texts and theories for developing a critical writing practice, particularly from the Marxist, post-/de-colonial, and Black radical traditions.

SEM 101 TR 11:25-12:40 PM Kaitlin Emmanuel 18546 Iftikhar Dadi

## **ASIAN STUDIES 1112**

### **Literary Realism and Allegories of Identity in Twentieth-Century Chinese Fiction**

In times of national crisis, in times of cultural soul-searching, what role can literature play? Two celebrated Chinese writers of the twentieth century, Lu Xun (1881-1936) and Feng Jicai (1942-), sought answers to this question at pivotal historical moments, each contributing to his generation's search for a Chinese modern identity by writing stories. While both writers wrote in the mode of “literary realism,” representing people's everyday experiences “as they really were in real life”, they also employed allegory to embed other levels of meaning, figurative or symbolic, within their “true-to-life” narratives. Investing, interpreting, and learning to write about these different levels of meaning will be the goal of our class lessons and discussions, our writing exercises and assignments.

SEM 101 TR 09:40-10:55 AM Ding Xiang Warner 18540

## **AFRICANA STUDIES AND RESEARCH CENTER 1860**

### **A Dream, not a Nightmare: Martin Luther King, Jr. and the Quest for Justice.**

What are your “dreams” and how do you articulate and communicate them to others, especially in writing? This course primarily serves as your writing laboratory with the objective of helping students think critically and write clearly as they seek to understand the ethical framework underpinning MLK’s nonviolent active resistance and its applicability to our contemporary quest for justice. The primary text for this course is *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King Jr.* which encompasses MLK’s writings including his historic public addresses, letters, sermons, interviews, books, and essays that will serve as templates for learning various types of writings. This course challenges students to “dream” freely, think critically, and write clearly using informal and formal writing assignments.

SEM 101 TR 01:00-02:15 PM Enoch Aboi 18547 Siba Grovogui

## **AFRICANA STUDIES AND RESEARCH CENTER 1861**

### **The Caribbean Beyond the Global Imaginary**

What comes to mind when you think of the Caribbean and its people? Do you envision a place and collective beyond the often exoticized, “underdeveloped,” resource-rich, island territories rendered in the global imagination? This seminar will examine Caribbean literature that explores and inverts the “tourist gaze,” the complex power relations inherent in “sexing” the Caribbean and shaping gender, economic, and racial inequities when national and metaphorical boundaries are crossed, and the joy and resilience characteristic of Caribbean living. With an interdisciplinary focus on strengthening students’ writing competences, this course will concentrate on written assignments that derive from visual media and literature.

SEM 101 TR 09:40-10:55 AM Renatta Fordyce 18715 Siba Grovogui

## **AFRICANA STUDIES AND RESEARCH CENTER 1899**

### **The 1619 Project: Controversy and the Writing of Public History**

When the 1619 Project, a special edition of the *New York Times Magazine* was released in August 2019, few could have anticipated the controversy that ensued. The project’s retelling of the American story through the lens of the African American experience challenged prevailing narratives of US history drawing criticisms from across the political spectrum. Yet these criticisms are about more than whether the US is a nation founded on the ideals of freedom and liberty or slavery and racism, the project also raises key questions about who gets to write history and for what end. Using the 1619 Project as our case study, this writing seminar will explore how audience, methods of interpretation, evidence, and mediums of dissemination come to shape the writing of public history. Ultimately, this course is designed to prepare students to write about complex ideas in ways that are clear and concise.

SEM 101 TR 11:25-12:40 PM Michelle Chresfield 18714

## **ECOLOGY AND EVOLUTIONARY BIOLOGY 1640**

### **The Female Bird’s Eye View: Women’s Voices in Ornithology**

Despite their historical exclusion from science fields, women’s contributions to the study of birds (ornithology) have fundamentally advanced our understanding of our feathered friends. This seminar will celebrate women’s contributions to ornithology, focusing on how diversifying ornithology has led to important discoveries. We will explore early western naturalists’ commentaries about female birds, landmark scientific papers written by women, review articles that explore how studying female birds has expanded our understanding of biology, and popular science articles and non-fiction creative writing about women and birds. Students will synthesize scientific studies, write about science for different audiences, and reflect on how different people’s experiences and backgrounds affect their connections with birds. Though the course will focus on the contributions of women, students of all gender identities are enthusiastically welcomed.

SEM 101 TR 01:00-02:15 PM Jennifer Uehling 18548 Elliot Shapiro

## **NEUROBIOLOGY & BEHAVIOR 1220**

### **Writing About Science: Accessible Prose, Engaging Narratives**

Stories are at the heart of humanity, and have helped transmit ideas and information across generations. However, there’s often a negative reaction towards the idea of scientific stories, which might imply lies, exaggerated findings, and misinformation. Even in science, though, stories are essential. Whether in a grant proposal or giving a talk, scientists consciously craft narratives in order to explain their research in an engaging, persuasive manner. In this course we will read and deconstruct excellent examples of scientific storytelling, from Richard Dawkins to Ed Yong, focusing primarily on biology. Then we will write and refine our own scientific narratives, writing for all manner of audiences, in a way that is accessible and interesting, yet captures the nuances of these complex concepts.

SEM 101 MW 11:25-12:40 PM Bhaavya Srivastava 18550 Elliot Shapiro

## **NEUROBIOLOGY & BEHAVIOR 1220**

### **Science and Technology in Popular Culture**

The power of genetics has featured prominently in crime procedurals, ancestry testing, and dating services. Headlines brag that “scientists have found THE gene for intelligence.” How are science and technology depicted in media and popular culture? And do these depictions accurately represent the real science? Through a combination of podcasts, television, essays, articles, books, and primary scientific literature, we will examine the portrayal of science in the media. We will discuss actual science that forms the basis of these portrayals, as well as how to detect the good media from the bad. Writing assignments will include essays for popular and scholarly audiences about the relationship between popular and scholarly scientific communication.

SEM 102 TR 09:40-10:55 AM Madelyn Ore 18551 Elliot Shapiro

## **CLASSICS 1531**

### **Greek Myth**

This course will focus on the stories about the gods and heroes of the Greeks as they appear in ancient literature and art. We will examine the relationship between myths and the cultural, religious, and political conditions of the society in which they took shape. Beginning with theories of myth and proceeding to the analysis of individual stories and cycles, the material will serve as a vehicle for improving your written communication skills. Assignments include preparatory writing and essays focusing on readings and discussions in class.

SEM 101 MWF 09:05-09:55 AM Rebecca Gerdes 18559 Eric Rebillard

## **COMPARATIVE LITERATURE 1104**

### **Reading Films**

We live in an image-saturated world. How do we make sense of the moving image and its powerful roles in shaping culture and mediating our relationship with the world? This course will equip students with the tools to understand and decipher film language. It introduces and interrogates the basic notions, technologies, terminologies, and theories of film analysis. We will study visual and compositional elements, like *mise-en-scène*, cinematography, editing, and sound. Films we discuss will include different geographies, genres, major directors, schools, and film movements. Through writing students will learn to analyze films with accurate, medium-specific vocabulary, develop informed and nuanced arguments, and critically reflect on the position of the viewer.

SEM 101 MWF 09:05-09:55 AM Noah Valdez 18560 Parisa Vaziri

## **COMPARATIVE LITERATURE 1105**

### **Books with Big Ideas**

What do *Frankenstein* and *Things Fall Apart* have in common? What lies behind the fantastical stories of *Aladdin*? Do we have to like Garcia Marquez and Shakespeare? These texts and authors re-imagine the human experience at its most intriguing level. In this course we will discuss human rights, intimacy, joy, isolation, and other controversies at the heart of these books. Throughout the semester, students will learn how to articulate an informed and nuanced position on these issues via formal practices in analytical readings, drafting, peer review, and self-editing. Actual selection of readings may vary depending on the instructor's focus.

SEM 101 MWF 12:25-01:15 PM Song Han 18567 Parisa Vaziri

SEM 102 MW 11:25-12:40 PM Praveen Tilakaratne 18568 Parisa Vaziri

SEM 103 TR 11:25-12:40 PM Tianyi Shou 18569 Parisa Vaziri

SEM 104 TR 09:40-10:55 AM Amrita Chakraborty 18570 Parisa Vaziri

SEM 105 MWF 08:00-08:50 AM Elias Beltran 18571 Parisa Vaziri

SEM 106 TR 08:05-09:20 AM Kholoud Hussein 18572

## COMPARATIVE LITERATURE 1106

### Robots

In 2015 Japan's SoftBank Robotics Corporation announced the world's first robot with feelings. Many people were excited, many more disturbed. If robots are simply, as the dictionary suggests, machines "designed to function in the place of a living agent," then what is so disturbing about them? Since robots are designed to replace human labor (first economic, and now also emotional), do they represent a threat as much as they do an aid? What happens when robots exceed their purpose, and become more humanlike? How do robots read, write, and feel? How do the activities of coding and writing, or decoding and reading differ? Students will be equipped with the vocabulary and writing strategies to rigorously analyze, compare, and debate the meaning of robots in the human imagination from different epochs, countries, languages, and media. In doing so they will write in a variety of registers about plays such as *R.U.R.* by Karel Čapek, who invented the term "robot." Other materials may include philosophical texts, fiction, videogames, films, graphic novels, and hip-hop concept albums.

SEM 101 MW 02:45-04:00 PM Marc Kohlbray 18772

## COMPARATIVE LITERATURE 1119

### A Taste of Russian Literature

Explore important aspects of the Russian culture in broad historical, geopolitical and socioeconomic context through the lens of Russian folklore, poetry, short stories of Gogol, Chekhov, and Bulgakov, works of contemporary Russian-American writers, visual art, and international film, in which, among other things, food and Russian culinary and hospitality tradition figure prominently. The literary journey will take you from the lavish tables of the eighteenth-century aristocracy, to the hardship and austerity of GULAG prison, to the colorful and savory regional fare of the former Russian Empire and Soviet Union, to the fridge and pantry staples in the everyday life of Russian family. Your writing assignments will help you develop critical thinking and argumentative skills, precision and clarity of expression, ability to write with discipline, creativity, and sense of style.

SEM 101 MW 07:30-08:45 PM Raissa Krivistky 18573 Parisa Vaziri

## COMPARATIVE LITERATURE 1134

### Reading Poetry

There are many ways to read a poem. Some readers are interested in thematic questions such as the persistence of particular topics in poetry—love, death, nature, psyche—and how poems interact with issues of social concern. Other readers are interested in formal questions such as meter and rhyme and their relation to meaning. In this course you will work with poems of varied styles, traditions, and cultures. The focus of the class may be forms such as the sonnet sequence, the prose poem, and the haiku. Or the class may consider problems of language: for example, what do we learn by reading multiple translations of one poem into English? Reading poetry can sharpen your critical skills—and it's fun! In addition to analytical writing, assignments may include memorization of short poems or composition of your own poems.

SEM 101 MWF 02:40-03:30 PM Nancy Pollak 18574 Parisa Vaziri

SEM 102 TR 09:40-10:55 AM Didi Park 18575 Parisa Vaziri

## COMPARATIVE LITERATURE 1137

### "Wonderful Things": Orientalism in Art, Literature, and Culture

On the eve of his discovery of the treasures of Pharaoh Tutankhamen in the Egyptian desert, archaeologist Howard Carter famously described his findings as "wonderful things". This idea of wonder, amazement—and fantasy—defines moments of encounter between travelers from Europe and America, on the one hand, and the cultures of Asia, Africa, and the Middle East, on the other. In this course we will study examples of "wonderful" artistic production emerging from such moments of cross-cultural contact, across literature, art, architecture, fashion, and opera. Through the practice of composing conceptually and structurally compelling essays, this course invites us to explore case studies of cross-cultural artistic production, while gaining a background in global history,

postcolonial theory, and politics.

SEM 101 TR 09:40-10:55 AM Kholoud Hussein 18576

### **ENGLISH 1105**

#### **Writing and Sexual Politics: Modernist Literature's Sexual Revolution**

This course explores gender and sexuality through writing and through thoughtful exploration of literature and film. Students will compose five position papers on various topics exploring representations of gender in popular texts. Course texts will include documentary film, literature, philosophy, and cinema. By the end of the semester students will gain experience developing rhetorical argument strategy, composing formal textual analysis, and designing a research paper around a topic of their own choosing

SEM 101 MW 07:30-08:45 PM Virdi Culbreath 18584 Valzhyna Mort

### **ENGLISH 1105**

#### **Writing and Sexual Politics: Women Writing Science in the Early Modern World**

From Ada Lovelace to Rosalind Franklin, women have been increasingly recognized as central to the history of STEM fields. But what kind of contributions have women made to science beyond formal discoveries? How has their fiction and poetry changed the way we think and feel about science? This course will explore these questions by looking at how English women writers from the late sixteenth to the early nineteenth century responded to scientific advancements. More broadly, we'll ask: what is scientific knowledge, and what's the scientific value of literary texts? Students will explore these questions through a series of analytical essays on works ranging from Mary Shelley's *Frankenstein* to understudied poems by recently rediscovered authors including Mary Wroth, Lucy Hutchinson, and Margaret Cavendish.

SEM 102 MW 07:30-08:45 PM Margaux Delaney 18585 Valzhyna Mort

### **ENGLISH 1105**

#### **Writing and Sexual Politics: Discovering Desire**

What does it mean for someone to discover their desire? How do we come to know something about our desires that we didn't know before? This course will investigate narratives, poems, and films about people experiencing and coming to know something about what they want. Together, we'll explore questions about the differences and similarities in this experience for different sexes and genders; about whether this process of discovery ever comes to an end; and about how we tell stories about these very bodily experiences. We'll also discuss how these experiences, while often isolating, can make possible new forms of connection between humans, and how being surprised by desire can trouble traditional conceptions of learning. Writing work will consist of essays exploring these questions.

SEM 103 TR 11:25-12:40 PM John Anspach 18586 Valzhyna Mort

### **ENGLISH 1105**

#### **Writing and Sexual Politics: Female Desire in the Digital Age**

This course examines the desires of women, and those who identify as women, in twenty-first-century America. What is the relationship between desire and power? How is desire shaped by cultural, political, and economic forces? And how does digital technology such as Instagram mediate the objects and forms of female want? We will read texts that explore different types of longing, from sex and romance to ambition and hunger. We will also examine the constraints placed on desire by race, class, sexuality, gender identity, and disability. Course materials may include *Sex Education* (television) and feminist theory. Students will write analytical and creative essays, culminating in a research essay on a topic of their choosing.

SEM 104 TR 02:45-04:00 PM Philippa Chun 18587 Valzhyna Mort

## **ENGLISH 1111**

### **Writing Across Cultures: Loving and Losing**

This course will probe love—the force that binds us together and urges us to face the unknown—as well as the pain of its end and loss, or the aftermath of love. We will read novels, poetry, play, nonfictional essays, and watch films that explore love’s contradictions, persistence, and bitterness. Students will engage in various analytical and creative writing assignments—from a film review and memoir to a manifesto—and participate in collaborative discussion and writing workshops. Through reading and writing closely, students will develop their own thoughts on love and consider why, at the end of the day, “we must love one another or die”—in the words of the poet W.H. Auden.

SEM 101 MWF 11:20-12:10 PM Yonbom Chung 18594 Greg Londe

## **ENGLISH 1111**

### **Writing Across Cultures: An Intimate Ethics of Translation**

This course will explore the idea that translation is the “most intimate act of reading.” What exactly is different about reading with multiple cultures and gendered perspectives in mind? How might we take better care when writing in a multilingual world? Can translation help us disrupt harmful traditions, or are there times when an act of restraint, of not translating, can help us avoid violence? By discussing movies like *Lost in Translation* and *Arrival*, philosophers like Édouard Glissant and Paul Ricœur, and experimental translators like Ann Carson and Theresa Hak Kyung Cha, we will take deep dives into the dreams and problems of multicultural solidarity. Along the way, we will use our own writing to create meaningful connections while reckoning with historical divisions.

SEM 102 MWF 12:25-01:15 PM Laura Francis 18595 Greg Londe

## **ENGLISH 1111**

### **Writing Across Cultures: Home, Unbound—Writing Out of Diaspora**

How do you write about home amidst ongoing displacement? How would you conjure a home if you had been torn from a homeland and moved across multiple sites instead of belonging to just one? Writers of diasporic background like Bhanu Kapil, Jennifer S. Cheng, and Theresa Hak Kyung Cha who have undergone violent histories continue to invent ways of moving through the world and relating to it. They don’t fully arrive at new homes but along the way open space for revolutionary ways of being that reimagine home as a process of becoming rather than a fixed place. Students will write analytical and creative essays as they trace their own trajectories through and in dialogue with works that entwine poetry, lyric prose, collage, and archive.

SEM 103 MW 01:00-02:15 PM Elisávet Makridis 18596 Greg Londe

## **ENGLISH 1111**

### **Writing Across Cultures: The Detective Novel and Film**

Beyond the smoking gun and the femme fatale, do detective novels have more to say? Can entertainment legitimately address social issues? And can popular fiction be as complex as “high brow” literature? In this class we shall explore the ways in which detective novels and films are often a Trojan horse for intricate literary forms and contents. Specifically we shall look at the ways in which they make commentary on questions of gender, race, class, law, and justice, the delicate balance between order and freedom, and age-old questions of familial versus civic duties.

SEM 104 MW 01:00-02:15 PM Mukoma Wa Ngugi 18597

## ENGLISH 1111

### Writing Across Cultures: Hybridity and Otherness

When worlds collide, what happens in the in-between spaces they create? How are concepts like “other” coded within our cultural/historical memories and mythologies? These questions have existed for centuries and this course will explore the ways we continue to ask them today. From anime, to science fiction, to poetry, the lyric essay, and beyond, we will analyze a variety of media from contexts of race, gender, (post-)colonialism, and trauma. Possible texts include works by: Cathy Park Hong, Octavia Butler, Gabriel Garcia Marquez, James Baldwin, Hayao Miyazaki, and others. Students will craft critical essays, poems, and other creative works in efforts to untangle and engage with the essential question so many of these different voices are asking: *how can we belong?*

SEM 105 MW 02:45-04:00 PM Lily Codera 18598 Greg Londe

## ENGLISH 1111

### Writing Across Cultures: Medieval Dreams of Modern Insomnia

In this course trans-historical accounts of sleeping from the ancient world to now and theories of dreaming will serve as the frame for the dream-visions of the Middle Ages and contemporary tales of insomnia, including *Piers Plowman*, Chaucer’s *The Nun’s Priest’s Tale*, *Pearl* as well as *Cashback*, *Taxi Driver*, *La science des rêves*, *After Dark*, *Fight Club*, *In Search of Lost Time*, *Sleep*, *Insomniac Dreams: Experiments with Time* by Vladimir Nabokov, and many more. Do these stories have something in common? What do the dreams of the Middle Ages have to teach us about our own sleepless age? What can we do with the liminal space between waking and sleeping—is it a waste of life or a door to another world?

SEM 106 MWF 01:30-02:20 PM Seth Strickland 18599 Neil Saccamano

## ENGLISH 1111

### Writing Across Cultures: Writing Memory from the Watery

When we write memory from the watery, we are writing from our ancestral, sensuous-erotic, and imaginative selves. We are freeing ourselves from linear time, from the categorization of “truth” and from the separation of human-spirit realms. Here we will reverse writing stories about our other-worldly selves, into writing *from* our other-worldly selves. We will revolve around collections of Black feminist meditations, poetry, essays, novels, art collections, film, and Black spirit memoirs—following writers such as Morrison, Pauline Gumbs, and Emezi. Such works will help us map our own ways into remembering, reckoning, and restoring. This kind of writing is a confluence of what is, what wants to be, and what haunts. It is a fluidity of “real” and a flooding of invention.

SEM 107 TR 11:25-12:40 PM India Sada Hackle 18600 Greg Londe

## ENGLISH 1111

### Writing Across Cultures: Transforming Autobiographical Writing

How do writers, inventing their own ways of telling, write from themselves, toward themselves, beyond limiting prescriptions and perimeters of genre? Un-genred (or genre-bending), multimodal literature releases writers from traditional frames, unlocking new ways of telling their truths; more authentic, intersectional, and holistic ways of naming their experiences and interior-scapes. We will read work that incorporates visual elements like photographs, maps, geometric figures, architectural blueprints, diagrams, blank spaces, etc.). Our reading practice will also involve voice, music, audio recordings, and videotapes. The works will center memory, myth, and multigenerational, multi-regional meditations on utterance, silence, migration, trauma, and healing. We will write creative scholarly papers (ungenred/multimodal personal essays, poetry reviews, etc.) on nuances, complexities, and multiplicities inherent in presenting the unlimited self on the page.

SEM 108 TR 02:45-04:00 PM Mackenzie Donnelly 18601 Greg Londe

## ENGLISH 1130

### Writing the Environment: Erotic Ecologies II—Unnatural Nature

This course shifts the focus from “nature” as a site of generation to its perception as interference in human decision making, love, and happiness. Storms arise and magic abounds in *Sir Orfeo*, *The Winter’s Tale*, and *The Tempest*, and selections from Milton’s *Paradise Lost* will cycle back to Genesis. We’ll end by examining lost love and frustration in the natural world with selections from Wordsworth’s *Preludes*, Byron’s “Darkness,” Saint-Exupéry’s *The Little Prince*, Jos Charles’s *Feeld*, Tommy Pico’s *Feed*, and Robin Wall Kimmerer’s *Gathering Moss*. Students will engage with the literature by writing a commentary, a creative assignment, an annotated bibliography, several essays from a few pages to a long paper.

SEM 101 MW 02:45-04:00 PM Seth Strickland 18602 Neil Saccamano

## ENGLISH 1130

### Writing the Environment: Black Atlantic Ecologies

What does it mean to think through the environmental crisis of our time in tandem with the violent history of coloniality and imperialism? How are Black artists and thinkers exposing the ecological violence in Black communities while imagining alternative sustainable futures for human and non-human beings? Taking on these questions, this course brings Afrodiasporic histories of death and survival in conversation with the global ecological crisis of the present. The class will also engage with cases such as the Flint Water Crisis, Nigeria’s Niger-Delta, the e-waste dumpsite in Ghana, and the mining industries in Southern Africa. Students will learn how to write for different audiences as well as how to analyze a wide range of texts.

SEM 102 TR 08:05-09:20 AM Chijioke Onah 18603 Neil Saccamano

## ENGLISH 1130

### Writing the Environment: Surrealism and Apocalypse in the U.S. and Global South

In this course we will interrogate surrealism and magic realism through sites of dystopia, apocalypse, displacement, erosion of landscapes, and other political, economic, and climate crises. How and why do subversions of realism emerge from these crises, and how can we build new worlds from them? This course is interdisciplinary and multimedia, considering surrealism and magic realism as both literary and artistic movements, shaped by environment. We will consider films, such as *Beasts of the Southern Wild*, paintings, such as the work of Frida Kahlo and Salvador Dali, poetry, short stories, essays, and excerpts of novels. Students will write both creatively and analytically in assignments shaped around ecocriticism, personal narrative, and literary and visual analysis.

SEM 103 TR 02:45-04:00 PM Mackenzie Berry 18604 Neil Saccamano

## ENGLISH 1134

### True Stories

How do we understand the reality of others? For that matter, how do we know and understand our own experience? One answer is writing: writing can crystalize lived experience for others. We can record our observations, our thoughts, our feelings and insights and hopes and failures, to communicate them, to understand them. In this course we will read nonfiction narratives that explore and shape the self and reality, including the personal essay, memoir, autobiography, documentary film, and journalism. We will write essays that explore and explain these complex issues of presenting one's self and others.

SEM 101 MWF 09:05-09:55 AM Stephanie Sang 18606 Charlie Green

SEM 102 TR 08:05-09:20 AM Sol Wooten 18607 Charlie Green

SEM 103 MWF 11:20-12:10 PM Charlie Green 18608

SEM 104 TR 11:25-12:40 PM Shacoya Kidwell 18609 Charlie Green



## ENGLISH 1140

### Writing Medicine: Stories of Illness and Healing

What does it mean to be healthy? How do we describe our pain? Who becomes a physician? The practice of medicine isn't confined to scientific knowledge: it raises difficult questions about culture, identity, and bodies, and the stories we tell about all of these. This course will focus on works of literature and media to think about how medical care changes across time and place, and to explore images and narratives that shape our expectations about illness and health. Short writing assignments and longer essays will develop your critical thinking, strengthen your writing skills, and build your awareness of the complex cultural landscape of medical care.

SEM 101 MWF 09:05-09:55 AM Miranda Castro 18615 Charlie Green

SEM 102 MWF 11:20-12:10 PM Sarah Iqbal 18616 Charlie Green

SEM 103 TR 09:40-10:55 AM Vivian Ludford 18617 Charlie Green

## ENGLISH 1158

### American Voices: Performing America

From the drama between brothers in Sam Sheppard's *True West* to the family stories in Helena Maria Viramontes' *Under the Feet of Jesus*, characters try to understand themselves through conflicts with their families and their sense of place. To express identity through geography, class, race, sexuality, and gender preoccupies many authors. In this class we will read attentively, write carefully, and think as clearly as we can about such issues as how to locate a sense of self in the U.S. Authors will include Rebecca Harding Davis, Mark Twain, Stephen Crane, Toni Morrison, and Helena Maria Viramontes. Weekly writing assignments.

SEM 101 MW 01:00-02:15 PM Shirley Samuels 18542

## ENGLISH 1158

### American Voices: Asian American Food Writing

From odes to phở, to essays about crying in H Mart, food writing is evocative—and challenging. How do we capture taste in words? How do we convey the intense associations between food, memory, and belonging? We will study how Asian American writers, documentarians, and food bloggers—including Michelle Zauner, Molly Yeh, David Chang, and Jhumpa Lahiri—explore the connections and tensions between food and racial identity. Students will analyze texts, write critical responses, and work on creative projects, culminating in a class-wide food writing “anthology” of our own.

SEM 102 MW 02:45-04:00 PM Alice Rhee 18543 Neil Saccamano

## ENGLISH 1158

### American Voices: Literature of Bullshit Jobs

Ever worry that after Cornell waits a lifetime in a cubicle, doing work that doesn't matter? According to anthropologist David Graeber, nearly forty percent of workers today are condemned to such a fate. Why do so many resign themselves to lives of pointless work, and how can we make sense of pointless jobs as a cultural phenomenon? We'll take Graeber's descriptions of “bullshit jobs” to shows and films like *The Office* and *Office Space*, but we'll also go further. Reading Herman Melville, Lorraine Hansberry, Edith Wharton, and more, we'll discuss how Americans have conceived of work that was (or wasn't) worth doing. Students will gain skills in multiple modes of writing and textual analysis as they consider their own priorities for work in college and beyond.

SEM 103 TR 11:25-12:40 PM Kyhl Stephen 18544 Neil Saccamano

## ENGLISH 1158

### American Voices: Black Print and Organizing in the Long Nineteenth Century

This course draws on Cornell's Rare and Distinctive Collections to examine how Black Americans used print and other media technologies for self-expression and for making claims for emancipation, citizenship, and democracy over the long 19c (1770s-1900). Sessions will include visits to Cornell's Rare Books and Manuscripts Collections. Special Attention will be given to Black periodicals. Writing will include short descriptions of archival objects, biographical sketches, and literary historical analyses.

SEM 105 MW 02:45-04:00 PM Derrick Spires 19228

## ENGLISH 1160

### Intersections: Race, Writing, and Power

How does race inform the way we understand the world around us? How do writers explore their experiences of race and colonialism to challenge conventional notions of nation, citizenship, knowledge, and self? In this class we engage materials that complicate our ideas of race in order to imagine new forms of identity, social life, and political possibility. We engage with creators who are Black, Brown, Indigenous, People of Color, or from the Global South. The works we study may include podcasts, graphic novels, memoirs, poetry, plays, or films. Writing projects may be critical, creative, or research-based, as we develop our understanding of race and identity and by extension our capacities as writers.

SEM 101 MWF 09:05-09:55 AM Laura Caicedo 18552 Derrick Spires

SEM 102 MWF 10:10-11:00 AM Alyiah Gonzales 18553 Derrick Spires

SEM 103 MWF 11:20-12:10 PM Winniebell Xinyu Zong 18554 Derrick Spires

SEM 104 TR 01:00-02:15 PM Banseok Heo 18555 Derrick Spires

SEM 105 TR 02:45-04:00 PM Amandla Thomas-Johnson 18556 Derrick Spires

## ENGLISH 1167

### Reading Now

Reading is experiencing a new revolution in the twentieth and twenty-first centuries. We still read paper books, but we also read by scrolling on screen, through search engines, and in images and memes. What kinds of texts are emerging in this new era, and how do we read them? How do writing—and our ways of reading—connect with the urgent topics before us now: technology and social control, truth and media, climate change and apocalypse, identity, equality, and human rights? This course will examine the past twenty years of writing in a variety of genres, printed and/or online, from fiction to memoir to poetry and beyond. As we read, we will explore and discover the forms that our own writing can take in response.

SEM 101 MWF 09:05-09:55 AM Asey Koh 18610 Valzhyna Mort

SEM 102 MWF 10:10-11:00 AM Farah Bakaari 18611 Valzhyna Mort

SEM 103 MWF 11:20-12:10 PM Chanté Morris 18612 Valzhyna Mort

SEM 104 MW 02:45-04:00 PM Elie Piha 18613 Valzhyna Mort

SEM 105 TR 09:40-10:55 AM Oona Cullen 18614 Valzhyna Mort

## ENGLISH 1168

### Cultural Studies: Fantasy Television Series

We are experiencing a golden age of television, and many of these on-screen narratives feature supernatural or speculative elements. From sweeping neomedieval epics to quirky superhero stories to action-packed anime series, the flourishing of fantastical tales in the ever expanding television medium is truly remarkable. This seminar will explore the intersection between two of the most popular genres of the contemporary moment and equip students with the skills to thoughtfully analyze and respond to significant cultural touchstones through various writing styles. Some of the television series we may encounter throughout the term include *Avatar: The Last*

*Airbender, The Good Place, Fullmetal Alchemist, The Wheel of Time, Game of Thrones, The Rings of Power, Castlevania, Lovecraft Country, The Umbrella Academy, WandaVision*, and more.

SEM 101 MWF 10:10-11:00 AM Lars Johnson 18622 Neil Saccamano

### **ENGLISH 1168**

#### **Cultural Studies: Weirdos, Loners, Cryptids**

I'm not like other girls, and neither are you. Why don't we take pride in being unique individuals in the face of crushing societal norms together? This course focuses on "texts" that display ways of being that are "outside of society" or otherwise illegible to the mainstream: like being slippery, disguised, ostracized; acting covert, elusive, deviant; or resoundingly rejecting narrow-minded traditions of humanity to become your own "monstrous" archetype, free of restraint. What's lurking in the shadows or hiding in the closet, and is it friendly? Writing about the likes of Emily Dickinson, Edward Cullen, and Baby Yoda, we will dissect the category of "nonhuman," explore what makes it so enticing, and ask why embracing our weirdness makes for a(n urban) legendary story.

SEM 102 MWF 11:20-12:10 PM Victoria Corwin 18623 Brad Zukovic

### **ENGLISH 1168**

#### **Cultural Studies: Voice**

Maya Angelou wrote that "words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning." Indeed, the voice can be our most powerful asset, a vehicle for political change, and an expression of personal identity. But voices can also fail us, break, and even be silenced. This course will explore the concept of voice throughout literary history. From Shakespeare's stage to the movie musical *My Fair Lady* and Claudia Rankine's *Citizen*, we will ask ourselves: what does it mean to have a voice? How and why are voices cultivated, amplified, and managed? As we interrogate how others have used their voice, we will develop our own through creative and analytical writing.

SEM 103 MWF 11:20-12:10 PM Sara Stamatiades 18624 Derrick Spires

### **ENGLISH 1168**

#### **Cultural Studies: Communicating Climate Change**

Many of us like stories of personal experience. But this preference for stories on the individual human scale may be one reason that contemporary societies have struggled to develop effective responses to climate change: ordinary storytelling modes aren't adequate to the long time spans and vast reaches of environmental change. This course will ask you to read, write, and design many different forms and genres in order to experiment with the problem of communicating climate change, from pie-charts to science fiction and from poetry to documentary film. What can each form tell us about climate change that the others cannot?

SEM 104 MW 01:00-02:15 PM Caroline Levine 18625

### **ENGLISH 1168**

#### **Cultural Studies: Let's Walk—The Practice of Writing and Walking**

This seminar will explore the role of walking in both our day-to-day lives and in our culture more broadly. The course is organized around a series of readings that consider walking in a variety of contexts, aimed at guiding students towards thinking critically about the role of walking both in writing and as a practice. The writing assignments—both informal and formal—will provide students with an intellectual space for processing the course readings and for examining the place that walking has in their own lives. In keeping with the theme of the seminar, part of this course will be taught in motion, while walking. Designated class discussion sessions will meet on tracks and trails, and we will spend most of those classes walking and talking.

SEM 105 MWF 01:30-02:20 PM John Wyatt Greenlee 18626

## ENGLISH 1168

### **Cultural Studies: Children's and Young Adult Fiction**

What stories made you who you are today? From major cultural touchstones like Harry Potter, to personal experiences exploring public libraries or book fairs, stories we consume in youth strongly impact who we become and how we see the world. This course will examine works of fiction for children and young adults to consider what messages are communicated to readers early in life, and why. How do writers make real-world themes and issues accessible and engaging to young audiences? How might those ideas inform how we interact with the real world, as children and adults alike? Students will write critical analyses, perform research, and craft their own creative works exploring the cultural and literary contexts involved in shaping minds that will soon shape the world.

SEM 106 MW 02:45-04:00 PM Kathryn Harlan-Gran 18627 Brad Zukovic

## ENGLISH 1168

### **Cultural Studies: Refugee Stories—Dislocation, Relocation**

The world is in the midst of a refugee crisis: at the end of 2021, more than 80 million people had been forced to flee their homelands due to war, famine, poverty, political turmoil, persecution due to sexual orientation or some aspect of their identity, domestic violence, and other reasons. In this class we will read the stories written by and about these refugees (with attention to the difference between the “by” and the “about” categories), focusing on how they capture the experiences of dislocation and relocation. How does one redefine home? What kinds of artistic strategies are used to capture the feelings of disorientation and alienation as well as safety and belonging? We will also consider the spaces in between the old and new homes: the refugee camps and detention centers where, increasingly, people have to spend more time waiting. Some children are growing up in these liminal spaces. In addition to literary texts we will analyze the multi-media and interactive texts produced by refugees and activists (and refugee activists) who are trying to give the world a better sense of what refugee life is like.

SEM 107 TR 01:00-02:15 PM Jane Juffer 18628

## ENGLISH 1168

### **Cultural Studies: Comic Books! Graphic Novels! Transmedia!**

Graphic novels and comics have long mixed research and storytelling. From *Maus* to *Logicomix* to *Fun Home*, graphic novels tackle complex historical, philosophical, and literary issues. The For Beginners and Introducing...comic books series include such titles as *Climate Change for Beginners*, *Black Women for Beginners*, *Quantum Theory*, *Mind and Brain*, and *Derrida*. Finally, the field of graphic medicine translates medical science for at-risk communities. Supporting Cornell's public mission of community engagement, this course teaches students to read and compose argumentative essays, info comics, multimedia presentations, and other forms of transmedia knowledge. Students learn critical and creative skills for sharing research with specialists, community members, policy-makers, funding agencies, and the general public using software such as Word, Comic Life, and PowerPoint.

SEM 108 TR 01:00-02:15 PM Jon McKenzie 18629

## ENGLISH 1168

### **Cultural Studies: Let's Walk—The Practice of Writing and Walking**

This seminar will explore the role of walking in both our day-to-day lives and in our culture more broadly. The course is organized around a series of readings that consider walking in a variety of contexts, aimed at guiding students towards thinking critically about the role of walking both in writing and as a practice. The writing assignments—both informal and formal—will provide students with an intellectual space for processing the course readings and for examining the place that walking has in their own lives. In keeping with the theme of the seminar, part of this course will be taught in motion, while walking. Designated class discussion sessions will meet on tracks and trails, and we will spend most of those classes walking and talking.

SEM 109 MWF 10:10-11:00 AM John Wyatt Greenlee 18630

## ENGLISH 1170

### Short Stories

What can a short story do that no other art form can do? We all consume and produce stories. To write about how narrative works, both within and against tradition, is to touch the core of identity, the quick of what makes us human. Storytelling informs all writing. Engaging diverse authors, we will practice not only reading sensitively and incisively but also making evidence-based arguments with power and grace, learning the habits of writing, revision, and documentation that allow us to join public or scholarly conversation. We will embrace “shortness” as a compression of meaning to unpack. Our own writing may include close analyses of texts, syntheses that place stories in critical dialogue, and both creative and research-based projects.

SEM 101	MWF 10:10-11:00 AM	Chioma Iwunze	18640	David Faulkner
SEM 102	MWF 10:10-11:00 AM	Maz Do	18641	David Faulkner
SEM 103	MWF 09:05-09:55 AM	Sarah Jefferis	18642	
SEM 104	TR 08:05-09:20 AM	Arpita Chakrabarty	18643	David Faulkner
SEM 105	MW 07:30-08:45 PM	Corbin Jones	18644	David Faulkner
SEM 106	TR 11:25-12:40 PM	Courtney Raisin	18645	David Faulkner

## ENGLISH 1183

### Word and Image

What happens when we adapt books into movies, write fan-fiction about video games, or create poetry about paintings? What happens when we write about one genre as though it were another? We have been writing about images and making images about writing for a long time. In addition to conventional types of art and literature like paintings, novels, or poetry, other forms such as film, video games, exhibitions, and virtual reality offer lively areas for analysis. In this class, we will engage with widely varied cultural forms—including, perhaps, experimental poetry, medieval manuscripts, graphic novels, memoirs, plays, films, podcasts, and more—to develop multiple media literacies as we sharpen our own writing about culture, literature, and art.

SEM 101	MWF 10:10-11:00 AM	Esther Heller	18649	Brad Zukovic
SEM 102	MWF 12:25-01:15 PM	Juan Harmon	18650	Brad Zukovic
SEM 103	MWF 09:05-09:55 AM	Ariel Estrella	18651	Brad Zukovic
SEM 104	TR 11:25-12:40 PM	Robert Romero	18652	Brad Zukovic
SEM 105	TR 01:00-02:15 PM	Patrick Naeve	19609	

## ENGLISH 1270

### Writing About Literature: Writing About the Arts at Cornell

This seminar will introduce students to the lively arts scene at Cornell. Students will read conceptual essays about the arts in dialogue with their weekly writing about arts events around Cornell. We'll discuss the differences and connections between exhibitions of fine art and new media art, installations of outdoor art throughout the campus, architectural monuments, landscape architecture, and design. We also will attend concerts and plays and “sound events” to consider the impact of “live performance” on campus life.

SEM 101	TR 01:00-02:15 PM	Timothy Murray	18655	
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## GLOBAL DEVELOPMENT 1200

### Decolonial Feminism and the Future of Food

The complex crises impacting our food systems call for new ways of thinking and being. Decolonial feminism and writing are both forms of praxis that open up possibilities for personal and collective transformation. This course centers work from BIPOC scholars and activists, including bell hooks, Raj Patel, María Lugones, and Linda Tuhiwai Smith. We will also look at non-academic writing that demonstrates how our readings connect with

current events and thinking. Through a variety of writing exercises, including policy briefs, essays, and blog posts for food advocacy organizations, we will build competence and confidence in successful, evidence-based reading and writing that transfers across disciplines.

SEM 101 MWF 08:00-08:50 AM Emily Baker 18656 Elliot Shapiro

## **GLOBAL DEVELOPMENT 1200**

### **Rewriting Climate Futures**

What does climate change mean for the future of life on this planet? How does climate change intersect with ongoing struggles for racial justice, gender equity, and decolonial liberation around the globe? In this class students will grapple with these and other questions linking social and environmental change through writing, reflection, and dialogue. The future of climate change is still being written; through this course students are invited to take part in rewriting climate futures by developing the tools to effectively communicate information about climate change and environmental justice. The readings for the course will range from popular media to scientific sources, including David Wallace-Wells and Naomi Oreskes, amongst others. Writing assignments will include evidence-based analytical writing as well as creative and persuasive writing.

SEM 102 TR 02:45-04:00 PM Kendra Kintzi 18657 Elliot Shapiro

## **GLOBAL DEVELOPMENT 1200**

### **Can Business Tackle Global Poverty and Inequality?**

Corporations from Coca-Cola to Walmart, Monsanto to Nike are promising to improve the lives of the world's 1.8 billion poor people. In the name of "doing good," companies offer loans to street-vendors, promote the use of menstrual pads, and sell seeds to smallholder farmers. Are these programs motivated by commitments to human well-being or the search for greater profits—or both? How do vulnerable people respond to business initiatives, and what happens when programs fail? Students in this course will read management manifestos and narratives from impoverished communities. By practicing writing in multiple genres, from research essays to policy briefings, students will learn to construct persuasive arguments, engage diverse audiences, and develop sophisticated assessments of the prospects and limits of businesses in global development.

SEM 103 MW 11:25-12:40 PM Ewan Robinson 18658 Elliot Shapiro

## **GERMAN STUDIES 1109**

### **From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness**

How did bawdy tales of peasants using magic to climb the social ladder get transformed into moral lessons for children? The answer lies in Romanticism and its appropriation of the imagination as a force for social transformation. As Romantics edited older tales for juvenile consumption they wrote new ones for adults. This new fiction created the matrix for modern pop genres like fantasy, science-fiction, murder mysteries, and gothic horror. To understand this paradigm shift in modern culture, we will read, discuss, and write about a variety of texts the Romantics collected, composed, or inspired, including poetry and film, in addition to classic fairy tales and academic scholarship on the topic.

SEM 101 TR 11:25-12:40 PM Leslie Adelson 18667

SEM 102 TR 09:40-10:55 AM Amparo Necker 18668 Douglas McBride

## **GERMAN STUDIES 1121**

### **Writing Berlin**

Berlin is a city that reinvents itself by rewriting itself. In this writing seminar we'll study a variety of literary, visual, and sonic texts to create a mythical map of the city from its emergence as modern metropolis in the 1920s, reduction to rubble in World War II, refuge for the disaffected in the 1980s, and rebirth in the twenty-first century. As we make our way through the linguistic, visual, and aural landscape of its ever-changing topography, we'll create our own stories of a mythical Berlin in dialogue with texts written by the displaced persons who breached its

walls and navigated its illicit economies. We'll also become more critical readers and viewers, as well as better writers.

SEM 101 MWF 10:10-11:00 AM Douglas McBride 18670

### **GERMAN STUDIES 1123**

#### **Romanticism on Film: International Horror Cinema**

This course introduces students to the legacy of Romantic thought in the context of international horror cinema. Students will gain skills in formal film analysis and cultural criticism by watching movies such as *Get Out*, *Midsommar*, and *A Girl Walks Home Alone at Night*. Assignments will cover genres such as personal essay, textual and film analysis, and op-ed column writing. No previous knowledge of the topic and no language requirements are necessary to take this course.

SEM 101 MW 01:00-02:15 PM Paul McQuade 18549

### **GERMAN STUDIES 1124**

#### **Writing Between: Here, There, Everywhere, Nowhere**

This course introduces students to contemporary writing by migrants in German-language contexts. Students will gain skills in literary analysis and cultural criticism by reading works by writers who have migrated in and out of the German language, such as Emine Sevgi Özdamar, Yōko Tawada, and Herta Müller. Assignments will cover genres such as personal essay, textual and film analysis, and op-ed column writing.

SEM 101 TR 01:00-02:15 PM Paul McQuade 18557

### **GERMAN STUDIES 1125**

#### **Media Studies**

What is a medium? How do new media relate to old media? What differentiates information contents from medial containers, aesthetic forms, and technical formats? To address such questions, media studies brings together multi-disciplinary expertise about culture and technology across the humanities and sciences. Studying media requires expanding our sense of what counts as a medium, from familiar mass media, such as radio, cinema, newspapers, and television, to individual mediums designed for information, entertainment, or communication—and beyond. Media are not only what students will be writing about in this course. They are also what makes writing possible in the first place, as emphasized in our readings on the history and theory of books (McLuhan), libraries (Noble), paintings (Berger), computers (Kittler), and algorithms (Zuboff).

SEM 101 MW 09:40-10:55 AM Erik Born 18558

### **GERMAN STUDIES 1170**

#### **Marx, Nietzsche, Freud**

A basic understanding of Marx, Nietzsche, and Freud is a prerequisite for participating in critical debates in the humanities and social sciences. Our seminar will explore key terms in the revolutionary models of critical analysis these thinkers pioneered: historical materialism, post-metaphysical philosophy, and psychoanalysis. This will mean articulating points of contrast as well as convergence. Discussions and writing exercises will focus on texts that created the discursive framework for critiquing society and culture today. Our method will proceed from the premise that critical reading, thinking, and writing are inseparable moments in the same operation of critique. The question that guides that method will be: Do alternative ways of thinking exist in opposition to the ones we view as natural, inevitable, or universal?

SEM 101 TR 11:25-12:40 PM Seth Thomas 18561 Douglas McBride

SEM 102 TR 01:00-02:15 PM Emir Yigit 18562 Douglas McBride

## **GOVERNMENT 1101**

### **Power and Politics: Russia**

Tensions with Russia are higher than any time since the Cold War. Are the U.S. and Russia on a collision course? Why have efforts to reset the relationship failed? What understandings of Russian politics dominate in public and academic discourse and how do these ways of “knowing Russia” shape US-Russian relations? This seminar covers these themes through readings that describe encounters with Russia and Russian politics—travel writings, memoirs, news stories, political analysis, human rights and election observation reports, and the speeches of political leaders. Writing assignments range from policy memos and blog posts to opinion pieces and analytical essays. Taught by an editor of the Washington Post’s Monkey Cage blog, this seminar focuses on the mechanics of engaging, accessible writing and the process that helps us reach that goal.

SEM 101 TR 01:00-02:15 PM Bryn Rosenfeld 18563

## **GOVERNMENT 1101**

### **Power and Politics: Politics and Nature**

Should humans exercise control over nature? If so, to what end? If not, how should humans relate to nature? In this course we will explore the theme of the relationship between politics and nature through thinking about answers to questions like these in light of both anthropogenic climate change and enduring questions of power, freedom, and what it means to be human. We will read a variety of perspectives including ancient Greek philosophy; seventeenth-century political theory; and contemporary environmental, indigenous, and feminist thought. This course will teach you how to enter this conversation, spanning from ancient times to today, through a series of writing assignments where you will interpret the meaning of texts, evaluate their persuasiveness, and apply these arguments to issues today.

SEM 102 TR 09:40-10:55 AM Sjors Verhaak 18564 Patchen Markell

## **GOVERNMENT 1101**

### **Power and Politics: Is Feminism for Everybody?**

Can there be a universal feminist political project? Whose voices authorize what counts as feminist theory and practice? Can we reconcile different feminisms? This course will explore the contested nature of feminism in the American context by considering issues such as work, the vote, sex, and the family. We will interrogate the ways that feminism has grappled with the different experiences of gender and sex hierarchy and inequality. Among the journalists, historians, and political theorists we will read, students will encounter feminist thinkers and activists such as bell hooks, Audre Lorde, Saidiya Hartman, Carol Hanisch, and Dorothy Roberts. Writing assignments include analytical essays, reading responses, and personal reflections.

SEM 103 TR 08:05-09:20 AM Emily Anderson 18565 Jill Frank

## **HUMAN DEVELOPMENT 1125**

### **Science as the Greatest Good**

The highest potential of science, from physics to physiology, is serving the public good. Yet, at a national level, the trending science writing is fear about the pace of automation, debates about how long humans have before climate change causes irrevocable environmental damage, and grim projections about the pandemic extending for years to come. In this course we will restore public confidence in science through writing about translational science serving humanity. Students will enter the class with their creativity and passion for translating knowledge into action and leave with polished writings centered on impacting the public. The translational science students explore will center on solving public problems so students can quickly digest the science and focus on the writing.

SEM 101 MW 08:05-09:20 AM Senegal Mabry 19037 Tracy Carrick



## **HUMAN DEVELOPMENT 1155**

### **Playing to Learn**

Children learn through play, but what they learn is influenced by how they're playing! In this course, we will explore how toys, games, and media shape children's learning experiences from infancy into middle childhood. We will discuss learning across the motor, cognitive, and social domains and ask questions such as: What makes a toy "developmentally appropriate"? How does learning change when children are playing alone? With a peer? With a parent? How well do children learn from television and electronic toys? Students will learn to write for broad audiences through diverse assignments such as reading reflections, scholarly literature reviews, and toy reviews and proposals.

SEM 101 TR 08:05-09:20 AM Valerie Bambha 18756 Tracy Carrick

## **HUMAN ECOLOGY NONDEPARTMENTAL 1150**

### **Why People Change: Aging and the Media**

How is aging portrayed around the world and how has older adults' image changed over time? How do biased depictions shape our choices and attitudes from a young age? Using examples from classic and contemporary media, the first half of this course will examine cultural, historical, and social differences in the perception of old age. The second half of the course will address the way biopsychosocial changes influence older adults' engagement with information and the media (such as advertisements or COVID-19 news coverage). We will review and discuss media excerpts, scholarly papers, and op-eds, and learn how to write for both scientific and lay audiences.

SEM 101 TR 08:05-09:20 AM Julia Nolte 18566 Tracy Carrick

## **HISTORY 1200**

### **Writing the Environment**

How do we tell the stories of the environments that surround us? This course explores how contemporary writers blend observation, history, interviews, and scientific research to tell these stories. From climate change to the grassy park down the street, the subjects this course addresses grant us an opportunity to discuss topical environmental and social concerns, and to examine how writers have successfully and artfully approached these issues. Readings include authors such as Annie Dillard, Ian Frazier, Jesmyn Ward, and John McPhee, among others, and brief selections from environmental theorists and thinkers. Writing assignments will include short exercises to hone specific writing skills and essays that will ask you to question and be critical of the environments in which you spend your time.

SEM 101 MWF 02:40-03:30 PM Matthew Dallos 18577 TJ Hinrichs

## **HISTORY 1200**

### **History and Historians in East Asia**

This course examines history not as an unchallengeable knowledge but as a product of perspectives and positions. Students will explore how the concepts and practices of history emerged and developed in China, Japan, and Korea from ancient times until today. This course especially focuses on competing narratives and interpretations. Student will discuss not only official histories and prominent historians, but also historically underrepresented gender, inner Asian, local, and borderland perspectives with nonconventional historical materials like diary and oral history. As a First-Year Writing seminar, this course is designed to write a final paper on the assigned topic at the end of the semester, with the tools for historical analysis developed throughout the semester.

SEM 102 MW 07:30-08:45 PM Jihyun Han 18578 TJ Hinrichs

## **HISTORY 1200**

### **Environmental Pressures of South Asia**

South Asia is one of the most densely populated geographical regions of the world. The traditional environmentalist view of separating/protecting “nature” from human settlements often leads to conflicts of resources and land-use here. This course studies how environmental governance has evolved in the diverse ecologies of South Asia as pressures on land, water, and air weigh heavily on the region’s identity politics. Through historical analysis, we will understand how certain communities and ecologies are more at risks than others. We will also learn how local cultures coping with global environmental problems, foreground the differing socio-political realities of the region. We will read works by political thinkers, historians, anthropologists, filmmakers, artists, and activists. Student assignments will involve writing of book reviews, historical essays, and auto-ethnographies.

SEM 103 MW 07:30-08:45 PM Aparajita Majumdar 18579 TJ Hinrichs

## **HISTORY 1200**

### **Pearls, Oil, and Cornell-Qatar: Globalization in the Persian Gulf**

From the nineteenth-century pearl trade, to the discovery of oil and the establishment of international branch campuses of universities like Cornell, the Persian Gulf has a long history of global connections. In this writing seminar we will explore some of the economic, demographic, and sociocultural implications of this history in order to think and write about “globalization.” We will be reading primary and secondary sources, as well as well as listening to podcasts and using interactive maps to engage with key themes like trade, migration, and identity construction. Written assignments will be directed towards exploring how these themes can help us visualize how “globalization” looks like from a particular geographic vantage point.

SEM 104 MW 07:30-08:45 PM Emilio Ocampo 18580 TJ Hinrichs

## **HISTORY 1200**

### **Reading and Writing (in) American Cities**

How do we read a city? As a text? Or do we read its layout, or the signs on the streets? And how do people read in cities, and write about them? This course examines how people since the nineteenth century have read and written in urban spaces, and how the city itself has become an object of inquiry and inspiration. With readings ranging from Mike Davis to Edgar Allan Poe to Jane Jacobs, this course is an invitation to think about the relation between cities, politics, and language. The course covers themes like bookstores, taverns, and coffee houses; censorship, literacy, and citizenship; and the racial and gendered exclusions of urban spaces in the Americas. Students will write both scholarly essays and imaginative texts.

SEM 105 MWF 09:05-09:55 AM Daniela Samur 18581 TJ Hinrichs

## **HISTORY 1200**

### **Twentieth-Century US History Through Novels**

This course is about how pivotal moments in twentieth-century US history are narrated and given meaning in the form of novels. Focusing on the relationship between history, fiction, and the ways stories help produce historical knowledge, we will engage novels as sources that contain information about the past and a way to construct, share, and interpret historical knowledge. We will read works such as *The Nickel Boys* and the graphic novel *March* alongside historical primary sources. Students will have the opportunity to experiment with different forms of critical reading and historical writing, opinion pieces, historical research, and research-informed fiction. Students will learn how historians can use novels in their research—how history and fiction are entwined—and explore the ethics of historical memory and representation.

SEM 106 MWF 09:05-09:55 AM Cameron Tardif 18582 TJ Hinrichs

## **HISTORY 1200**

### **History of the Future**

The future is not, and has never been, one thing. Throughout history, people have speculated on and risked a great deal working toward many potential futures. But how have people imagined the future, and to what end? This cultural-intellectual history course assumes that imagining the future is a deeply historical act. It tells us as much about the past as anything else. How people debate which futures are more or less likely and “better” or “worse” show us how they understand their present. We will explore a diverse array of texts, including almanacs, economic treatises, prophetic speeches, novels, short stories, films, and comic books. Course writing will include essays, a weekly news journal, and speculative pieces where students practice imagining the future in different genres.

SEM 107 MWF 03:45-04:35 PM Jacob Walters 18583 TJ Hinrichs

## **HISTORY 1200**

### **Feuds, Disputes, and Law in the Early Middle Ages, 400 CE-1100 CE**

Early medieval conflicts ranged from the fierce blood feuds of Viking Age Iceland to judges’ use of law codes and religious ritual to navigate trials on the precarious frontier with Islamic Spain. Beyond these examples, a diverse array of peoples left a wealth of sources revealing both how people believed law should work and how disputes actually unfolded. This course allows you to explore this relationship between legal ideal and practice, while also considering how a similar distinction affects our own present-day legal systems. We will use law codes, records from trials, angry letters between disputing parties, and literary accounts of feuding families to build strategies for articulating your thoughts in different genres of writing, including source summaries, short position pieces, op-eds, and research proposals.

SEM 108 TR 11:25-12:40 PM Adam Matthews 19550

## **HISTORY 1200**

### **Use and Abuse of the Middle Ages in the Modern World**

Whether through movies, video games, or novels, our society has maintained a longstanding fascination with the world of the European Middle Ages. Yet, as Viking symbols and Crusader slogans from the 2017 Unite the Right rally in Charlottesville, VA graphically demonstrated, this period’s history, literature, and art have also been used to grow white nationalist movements and spark division in the United States, Europe, and elsewhere. Through studying medieval texts, art, and literature this course will equip you to better understand the historical context behind uses and misuses of medieval culture in popular media and extremist propaganda. Writing assignments—including media reviews, source summaries, position pieces, and op-eds—will give you an opportunity to explore the relationship between these sources and their modern invocations.

SEM 109 TR 02:45-04:00 PM Adam Matthews 19551

## **HISTORY 1402**

### **Global Islam**

In this course we will examine Islam as a global phenomenon, both historically and in the contemporary world. We will spend time on the genesis of Islam in the Middle East, but then we will move across the Muslim world—to Africa, Turkey, Iran, Central-, East- and Southeast Asia—to see how Islam looks across global boundaries. Through reading, class discussions, and frequent writing, students will try to flesh out the diversity of Islam within the central message of this world religion.

SEM 101 TR 02:45-04:00 PM Eric Tagliacozzo 18588

## LINGUISTICS 1100

### Language, Thought, and Reality: Words and Pictures

This class explores the collaboration of language and image in creating meanings at multiple levels. We will discuss and write about popular culture—caricatures, comics, graphic novels, and advertising—along with high culture artifacts such as paintings and illuminated manuscripts, examining the interplay and analogies between understanding language and interpreting images. We will discuss phenomena that cut across words and pictures: both may represent reality. A sentence may be true or false—can the same be said of a picture? Both language and visual representation are governed by conventions, and would be impossible without them. Information may be foregrounded or self-referential and backgrounded in both channels, and can be ambiguous, contradictory, nonsensical, or self-referential.

SEM 101 TR 02:45-04:00 PM Dorit Abusch 18589

## LINGUISTICS 1100

### Language, Thought, and Reality: Language Birth, Death, and Rebirth

2022-2032 is the UNESCO Decade of Indigenous Languages. What are indigenous languages and who speaks them, or are they all extinct? In this course we will learn about the indigenous languages in the places where we grew up and the people who speak them. We will learn that neither languages nor speakers are “gone”, by learning how languages “sleep”, how they can be maintained, and how they can be reborn. We will learn about the native language of this region, the Haudenosaunee language Gayogohó:nq? (Cayuga) and its speakers, as well as “endangered” languages in other regions of the world. Our learning will involve weekly short (2 page) writing assignments, 4 formal essays, and a final research paper.

SEM 102 MW 09:40-10:55 AM John Whitman 18590 John Whitman

## MEDIEVAL STUDIES 1101

### Aspects of Medieval Culture: Life and Dying in the Middle Ages

How does life go on in the presence of death? What does it mean to live well, or as medieval authors more often asked, to die well? This course will explore these questions and more through medieval literature and the historical contexts that prompted medieval reflections on dying. By reading texts such as Boccaccio’s *Decameron*, medieval ghost stories, and *Sir Gawain and the Green Knight*, we will examine what medieval conceptions of death, life, and dying can offer twenty-first-century readers. Students will develop their writing and research skills through short essays and a research project in which they will engage with medieval literature and modern scholarly criticism.

SEM 101 MWF 10:10-11:00 AM Jordan Chauncy 18591 Marilyn Migiel

## MEDIEVAL STUDIES 1101

### Aspects of Medieval Culture: Mind and Soul in the Middle Ages

“*Know thyself*,” a timeless injunction as true in Socrates’ time as it is now. What is it to know one’s self without understanding the deepest, most ineffable part of one’s being—the mind? This idea occupied ancient and medieval philosophers, theologians, and writers. This course will explore issues surrounding the immortality of the soul, conscience, intellect, and reason through an attentive analysis of ancient and medieval texts, beginning with the classic theorizations of Aristotle’s *De Anima* and Plato’s *Phaedo*, progressing through medieval texts representing both Neoplatonic and Aristotelian heritages (including texts of the great thirteenth-century philosopher-theologians, Bonaventure and Aquinas), and culminating in literary texts, particularly Dante’s *Commedia*. The course will devote considerable attention to developing fundamental academic writing and research skills.

SEM 102 TR 08:05-09:20 AM Felicia Di Palo 18592 Marilyn Migiel

## **MEDIEVAL STUDIES 1101**

### **Aspects of Medieval Culture: Details in Dress—Reading Clothing in Medieval Literature**

A neutral toned vintage jacket, a neon green hand-knitted sweater, a designer suit—these are all clothes, but they each evoke something different. We all get dressed every day, but what we choose to wear and how we choose to represent ourselves as we dress is different. Writers, too, tell us important details when they dress their characters; their choice of materials, color, and style reveal characters' gender identities, attitudes, loyalties, and even aspirations. This course examines literary representations of garments in medieval European literature. Primary sources will include texts from across the Middle Ages: *Beowulf*, *Sir Gawain and the Green Knight*, parts of Chaucer's *Canterbury Tales*, and more. Students will develop their writing skills through informal reading responses, guided research, and essay writing.

SEM 103 TR 09:40-10:55 AM Alexa Gall 18593 Marilyn Migiel

## **MUSIC 1701**

### **Sounds Sense and Ideas: On Display—Carnival, Festival, and Ritual**

How are cultural practices (and cultural differences) articulated, negotiated, and expressed in diverse modes of public display? Are carnivals, festivals, and rituals a part of or apart from everyday life? What role does music play in these celebratory spaces? In this course we will explore a wide variety of case studies—from religious rites to folkloric performance, from *carnival* to Coachella—to understand the ways that expressive forms of public display both constitute and reflect the cultural networks that encompass them. We will experiment with various writing styles and creative projects, including ethnographic texts, expository essays, and “public” scholarship, to think through how these processes can be represented in writing.

SEM 101 TR 11:25-12:40 PM Rachel Horner 18605 Annie Lewendowski

## **NEAR EASTERN STUDIES 1973**

### **The Qur'an and Islamic Tradition**

The Qur'an is well known as the revelation given to Muhammad, the prophet and founder of Islam in seventh-century Arabia. The hadith, generally less known, is the corpus of traditions related by his followers, many of them purportedly containing Muhammad's own statements and guidance. In this course we look closely at both foundational texts as religious scriptures and literatures, seeking to understand them in light of their Near Eastern background and their role in the development of Islamic institutions. Readings and discussions will form the basis of six assigned essays. No prior knowledge of the material is required; all readings are in translation.

SEM 101 MW 07:30-08:45 PM Raashid Goyal 18618 Ziad Fahmy

## **POLICY ANALYSIS AND MANAGEMENT 1500**

### **Reading and Writing in Public Policy**

In this class we will discuss how public policies can be understood and evaluated through clear, evidence-based writing. Assigned reading will focus on poverty alleviation in developing countries with the assistance of Abhijit Banerjee and Esther Duflo's *Poor Economics*—a book which addresses the health, education, and financial lives of the poor. Students will be asked to write a series of essays identifying policy problems, detailing proposed solutions, and arguing in favor of specific policy proposals. Students will choose essay topics based on their own policy-related interests with no requirement that they be related to the reading. Students will be advised and evaluated on the strength of their writing with a special emphasis on clarity and cited evidence.

SEM 101 MWF 01:30-02:20 PM Jacqueline Blair 18619 Laura Tech

## **PHILOSOPHY 1110**

### **Philosophy in Practice: Feminism, Gender, and Education**

This course will explore many different issues involving gender in the lives of university students and recent graduates. Issues will be examined through the lens of critical feminist theory. What are the unique problems that women experience while in college? What does masculinity mean in the twenty-first century? In what ways is gender relevant in the classroom? Is there a “boys crisis” in public education? We will consider the various ways that conceptions of gender limit and frustrate social interactions and the sense of self. Subject matter will include Title IX, social constructionism, fraternities and sororities, sexual relations, sexual assault, masculinity, men’s rights, and others. Writing assignments will include thoughtful responses to challenging reading, argumentative papers on policy related to gender, expository writing explaining historical social change, and a comprehensive final paper that will demonstrate synthetic understanding of course material.

SEM 101 TR 11:25-12:40 PM Daniel Manne 18620

## **PHILOSOPHY 1110**

### **Philosophy in Practice: Ethics in the Digital World**

Do social media sites have a right to limit speech on their platforms? Is online piracy ever morally justified? Can A.I. be morally responsible for its decisions or actions? In Ethics in the Digital World, we’ll deal with various ethical issues concerning current and emerging technologies while also developing valuable writing skills. Topics will be explored through readings in Western philosophy, both classic and contemporary. With reading responses, discussion activities, and a series of essays, students will hone the skills of expressing complex ideas clearly and concisely while constructing plausible and persuasive arguments.

SEM 102 TR 01:00-02:15 PM Matthew Paskell 18621

## **PHILOSOPHY 1111**

### **Philosophical Problems: Moral Relativism and Moral Skepticism**

Ordinarily, we all know what’s right and wrong. But there are some reasons for skepticism. One reason has to do with relativism: what if what is right and wrong is somehow relative to individuals, or to cultures? Another reason for skepticism comes from reflection on the sources of our intuitions of moral rightness and wrongness: what if our moral intuitions are not really trustworthy? The philosophical aim of the seminar will be to get clear on our own thoughts on this difficult subject. To help our progress, we shall study the work of some recent and past philosophers perplexed by these questions. Our practical aim will be to learn to write as clearly as we think.

SEM 101 MW 07:30-08:45 PM Theo Korzukhin 18631

## **PHILOSOPHY 1111**

### **Philosophical Problems: Race, Gender, and Liberation in Latin American Philosophy**

It is often hard to say what exactly counts as Latin American philosophy. Yet, one clear conceptual thread among Latin American philosophers is their concerns with personal, political, and cultural liberation. In this class we will explore how this common thread has informed philosophical views on race and gender. We will begin by introducing foundational work on what has been called the philosophy of liberation and then turn to see how it has inspired distinctive answers to questions like, “do we need a concept of race?”, “what is the role of gender in political action?”, and “What does it mean to say gender or race are socially constructed properties”? Finally, we will turn to contemporary Latinx and Latin American work and its distinctive answer to the political questions we face today.

SEM 102 MW 02:45-04:00 PM Alejandro Vesga 18632 Scott MacDonald

## **PHILOSOPHY 1112**

### **Philosophical Conversations: Philosophy of Fun :)**

What is fun? How does one have fun? These aren't just questions posed by an overworked student—they're rich philosophical questions to explore. We'll read what philosophers recommend for fun activities and why, such as why Plato thinks getting drunk is a great way to have fun. We'll read influential moral theories such as hedonism, Epicureanism, and utilitarianism, we'll read contemporary philosophy of games and sports as well. We'll learn why games and sports are fun, in part by playing games ourselves. And we'll learn how argumentative writing is like a game, and how it can be fun, too. Readings will range from ancient to contemporary theorists, and students can expect to write informal reflections and minute-essays, and engage in in-class peer reviews.

SEM 101 TR 02:45-04:00 PM Barbara "Bobbi" Cohn 18633 Scott MacDonald

## **PHILOSOPHY 1112**

### **Philosophical Conversations: Philosophy of Love**

This seminar offers a philosophical investigation of the nature and value of love. Two questions motivate our inquiry: What is love? And, why is it valuable? Surveying historical and contemporary philosophy literature, we will critically engage with theories of love from authors such as Plato, Aristotle, and Simone de Beauvoir. Furthermore, we will examine common conceptions about love, such as the claims that love is an emotion, that love is irrational, and that love is universal. Finally, we will compare different kinds of love and reflect on the ideals of romantic and sexual relationships. Students of this course will practice reconstructing arguments and producing clear, concise, and structured prose; they will also engage with writings by fellow classmates through peer editing.

SEM 102 MW 01:00-02:15 PM Peiyong "Peggy" Zhu 18634 Scott MacDonald

## **PHILOSOPHY 1112**

### **Philosophical Conversations: Philosophy of Artificial Intelligence**

Artificial Intelligence (AI) is a topic that has reached surprising levels of popularity. It is a topic with pronounced effects on the lives of academic researchers and laypersons, alike. With this newfound popularity, we are only beginning to recognize the challenges that it presents, such as autonomous vehicles driving on the wrong sides of streets, machines that naturally converse while having no apparent form of consciousness, and machines that seem to "think" in a way that outstretches our own computational capacities. We will think about the philosophical commitments that have given rise to these challenges, and how we might address them. We will become familiar with cognitive science, the history of philosophy, linguistics, and logic.

SEM 103 MWF 01:30-02:20 PM Lavaris McCellion 18635 Scott MacDonald

## **PHILOSOPHY 1112**

### **Philosophical Conversations: Buddhist Bioethics**

Buddhist philosophy offers a worldview that includes concepts of karma, rebirth and casts doubt on the concept of personal identity. Bioethics is the study of ethical questions raised by advances in medicine. If we take seriously both of these fields, interesting questions emerge. If reincarnation is real, does it matter for the ethics of abortion? Does it matter for physician assisted suicide? How does karma relate to end-of-life care? If there is no self, who dies? And who gives informed consent? Readings from both recent bioethics research and ancient Buddhist thought will provide unique challenges to help improve the quality of your writing, thinking, and argument.

SEM 104 MWF 08:00-08:50 AM Tim Kwiatek 18636 Scott MacDonald

## **PERFORMING & MEDIA ARTS 1145**

### **Socks, Pads, and Other Stuff(ing): Drag Performance**

“We're all born naked and the rest is drag”—RuPaul. This course explores drag as a mode of queer cultural performance. Through a wide range of readings and viewings that introduce a diverse array of drag traditions and aesthetics, we will search for an understanding, even a simple definition, of drag. In so doing, we will explore drag performance as a queer cultural practice, a means of community formation, a potential disruption of gender norms and binaries, and as a radical act of liberation. By engaging in class discussion, practicing a variety of analytic writing styles, and establishing an essay drafting and revising process, students will develop and hone their college writing skills all while investigating drag performance and being absolutely fabulous.

SEM 101 MW 11:25-12:40 PM Samuel Blake 18637 Beth Milles

## **PERFORMING & MEDIA ARTS 1170**

### **Text Me When You Get Home: Care as Survival**

What does it mean when a friend tells you to “take care” and to text them when you get home? How does showing up for and caring about each other transform our futures? Using music videos by Lil Nas X and Janelle Monáe, television shows like Pose, and films like Moonlight, this course asks what care can look like and how it helps us survive. This class will give you an opportunity to think critically about popular media and written texts with specific attention to the works of queer and trans BIPOC. Students will write about topics of care, self-care, and futures through close readings of various texts and media, short critical essays, and discussion board posts with creative opportunities for extra credit.

SEM 101 TR 02:45-04:00 PM Ariel Dela Cruz 18638 Beth Milles

## **PERFORMING & MEDIA ARTS 1171**

### **Re/presentations: The politics of Queer BIPOC Artists**

Can queer/BIPOC artistic practices subvert Western assumptions about identity and politics? You do not have to be an artist to embrace the concepts, the beauty and rawness we will explore in this seminar. We will look at artworks and at theories of queer and BIPOC (Black, Indigenous, or Person of Color) subjectivities in the United States. Think: Mickalene Thomas and Felix Gonzalez-Torres alongside José Esteban Muñoz and bell hooks. Assignments may include writing for museum displays and catalogues, artist statements, and reviews.

SEM 101 TR 11:25-12:40 PM Gina Goico 18639 Beth Milles

## **PERFORMING & MEDIA ARTS 1172**

### **Performative Writing**

Performative writing refers both to writing that compellingly addresses, conveys, and analyses performance practices, and writing that performs, or in other words, writing that makes something happen. In this course students will read, discuss, analyze, and create performative writing. Through readings and writing exercises students will explore various techniques for writing in an evocative and subjective way about the aesthetic and possibilities and challenges in writing a conceptual aspects of certain performance practices. They will also address the about performance, especially on topics concerning bodily, gendered, and racial experiences. And most importantly they will identify and utilize the performative capacities of writing itself.

SEM 101 MW 09:40-10:55 AM Zhen Cheng 18646 Beth Milles

## **PSYCHOLOGY 1120**

### **Personality and Social Psychology: Witches and Werewolves—Monsters, Psychology, and the Other**

Monsters are one of the most enduring tools humans have created for processing and communicating fears, and in particular, fears of others. In this course we will discuss both the origins of monsters and their historical and present cultural significance, with a focus on how monsters can help us understand prejudice and oppression towards those considered different. We will read short stories, folklore, academic articles from psychology, and a



range of other disciplines. Class assignments will emphasize understanding a range of primary sources, developing a thesis and outline, and drafting and editing essays. Students will write five papers building on course readings and sources they discover on their own.

SEM 101 MW 02:45-04:00 PM Bronwyn Monteiro 18648 Knight Staff

## **ROMANCE STUDIES 1102**

### **The Craft of Storytelling: *Decameron***

All of us tell stories for a variety of reasons—to entertain, to console, to teach, to persuade—to discover and explore both our inner lives and the world we inhabit. Stories are one of the prime ways in which we make sense of a world that is not always propitious. They serve as instruments by which we seek to shape our future. In this seminar we shall consider how the craft of storytelling helps us face the task of living: the love and the happiness and the community we seek, the virtues we espouse, our talents and our vulnerabilities. Our principal reading (in English translation) will be a masterpiece of European literature, Giovanni Boccaccio's *Decameron* (ca. 1349–51), which showcases one hundred stories told by ten young Florentines fleeing the Black Death of 1348. Students will write both analytic and personal essays.

SEM 101 TR 09:40-10:55 AM Marilyn Migiel 18653

## **ROMANCE STUDIES 1102**

### **The Craft of Storytelling: Pretend it's a City—New York and the Arts**

“The city seen from the Queensboro Bridge is always the city seen for the first time, in its first wild promise of all mystery and beauty in the world” wrote Scott Fitzgerald in *The Great Gatsby*. In this seminar we will explore this and other representations of New York City and ask: By what means can we depict a city? How does writing shape the way we think of and navigate a city? How and why there are always new ways of telling an “already told” city? We will engage with an interdisciplinary corpus that includes the Netflix series *Pretend It's a City*, Vivian Gornick's *Fierce Attachments*, Federico Garcia Lorca's *Poet in New York*, and the exhibition “Edward Hopper's New York”.

SEM 102 MW 07:30-08:45 PM Roberto Ibanez Ricouz 18654 Irene Eibenstein-Alvisi

## **ROMANCE STUDIES 1108**

### **Cultural Identities/Cultural Differences: Writing Italy**

Starting in the mid-1600s, one of the most important experiences for many young upper-class Europeans was the Grand Tour, an extensive educational trip that culminated in Italy, the land of classical ruins, Renaissance art, and breathtaking landscapes. Since then, Italy has become the destination where artists have searched for insight, growth, and renewal. Following this tradition, we will take a virtual tour of Florence, Rome, and Venice by analyzing the text and exploring the context of three acclaimed novels for which the setting is as important as any of the characters: E. M. Forster's *A Room with a View*, Henry James's *Daisy Miller*, and Thomas Mann's *Death in Venice*. The students will write creative and analytical essays, and produce the text for a travel blog.

SEM 101 MW 02:45-04:00 PM Irene Eibenstein-Alvisi 18673

SEM 102 MW 07:30-08:45 PM Irene Eibenstein-Alvisi 18674

## **ROMANCE STUDIES 1108**

### **Cultural Identities/Cultural Differences: Food Cultures**

Food is a basic human need, but it carries a wide array of cultural meaning. Ethnicity, nationality, religion, social class, gender, or personal taste, influenced by food choices and practices. Through interpreting fiction, poems, essays, and films, this course will examine the cultural and social significance of food, the role of food as a literary choice and cinematic device, and images of eating, cooking, and drinking as metaphors of human experience and desire. We will analyze works both from the United States and from around the globe.

SEM 103 MW 09:40-10:55 AM Itziar Rodriguez de Rivera 18675

### **ROMANCE STUDIES 1108**

#### **Cultural Identities/Cultural Differences: Global Cities—Rio de Janeiro and Mexico City**

In the last decades, Mexico and Brazil endured social and political hardships that shaped their respective cultural landscapes. Through a panoramic overview of cultural production (literature, film, television, music, etc.) this course aims to explore the urban centers of Rio de Janeiro and Mexico City as case studies that dialogue on socio-political issues such as race, class, gender, and marginality. The class will introduce students to the works of contemporary figures such as Clarice Lispector, Elena Poniatowska, Cristiane Sobral, Alfonso Cuarón, Juan Rulfo, Rubem Fonseca, and Chico Buarque. Through writing assignments like reflections, blogposts, and essays the student will develop the necessary tools to express themselves in writing and be able to talk about two of the most misunderstood cities in Latin America today.

SEM 105 MWF 12:25-01:15 PM Andy Barrientos-Gómez 18677 Irene Eibenstein-Alvisi

### **ROMANCE STUDIES 1108**

#### **Cultural Identities, Cultural Differences: Blackness in French**

This course focuses on the historical and contemporary issues of cultural identity and difference through the contributions made to theorizations of race, economy, and politics by key Francophone authors. Some of the questions we will ask are, what role do French politics, thought, and culture play in contemporary debates about identity and difference? What kind of political possibilities are made possible by this body of literature? Are there other ways to imagine justice for marginalized and oppressed groups? Readings will include works in translation from Fanon, Césaire, and Verges. Students will be asked to produce writing that critically engages with the readings on a variety of levels, constructing arguments by drawing evidence from assigned texts to make conclusions and applications that wrestle with the problems of this course.

SEM 106 TR 11:25-12:40 PM John Un 18678 Irene Eibenstein-Alvisi

### **ROMANCE STUDIES 1108**

#### **Cultural Identities, Cultural Differences: Food Cultures**

Food is a basic human need, but it carries a wide array of cultural meaning. Ethnicity, nationality, religion, social class, gender, or personal taste, influenced by food choices and practices. Through interpreting fiction, poems, essays, and films, this course will examine the cultural and social significance of food, the role of food as a literary choice and cinematic device, and images of eating, cooking, and drinking as metaphors of human experience and desire. We will analyze works both from the United States and from around the globe.

SEM 107 MW 02:45-04:00 PM Itziar Rodriguez de Rivera 18679

### **ROMANCE STUDIES 1108**

#### **Cultural Identities: Postcards From Paradise**

Blue lagoons circled by white sand beaches, shaded by coconut trees: we are all familiar with paradise-like images of Polynesia. But do you see the mushroom cloud in the background and the garbage in the water? In this seminar we will engage with various accounts and representations of Polynesia and its peoples from both sides: the European and the Polynesian. Ranging from Enlightenment era reflections to novels, movies, and paintings, you will consistently summarize and critically analyze the stakes of the different materials, as well as writing reaction pieces to questions and widen your reflection about representation. Together, we will see how these visions of a faraway paradise are linked to, and make possible, a darker side: that of military occupation and atomic explosions.

SEM 108 MW 11:25-12:40 PM Peter Caswell 18680

## **ROMANCE STUDIES 1108**

### **Cultural Identities: Feminisms**

How does feminism translate across different socio-cultural contexts? This course presents a diverse survey of feminist expressions from the Spanish-speaking world: Spain, Latin America, and the United States. Over the course of the semester, we will be attentive to how feminism responds to and redefines concepts as rights, gender, sexuality, class, race, family, religion, language, and nationality. Some of the feminists we will read include Emilia Pardo Bazán, Rosario Castellanos, and Cherrie Moraga. Writing assignments will include short reflections, a blog entry, a manifesto, an opinion piece, and a research paper.

SEM 109 TR 09:40-10:55 AM Julia Chang 18911

## **ROMANCE STUDIES 1109**

### **Image and Imagination: French Film—1895 to the Present**

This course explores French cinema from the first projection by the Lumiere brothers in 1895 to today. We will study a range of films, from early silent films like Melies's *Voyage dans la lune*, to some surreptitiously subversive films from during the Nazi occupation, to the avant-garde experiments of the New Wave Cinema, as well as more recent films. By engaging with the films, academic articles, and some film theory, as well as participating in writing workshops, you will successfully interpret filmic form, and produce clear and original written arguments about French cinema.

SEM 101 TR 01:00-02:15 PM Nick Huelster 18495 Cary Howie

SEM 102 TR 02:45-04:00 PM Nick Huelster 18496 Cary Howie

## **ROMANCE STUDIES 1113**

### **Thinking and Thought: Ancient Rhetoric, Modern Contexts**

We live in a climate aflame with incendiary language. While this comes as no surprise to those acquainted with American political discourse of recent years, the extent to which highly charged, persuasive language pervades our daily lives too often goes unnoticed. From pop culture to cable news media, from the streets to the walls of academe, rhetoric is a force that shapes and directs our opinions. This course will introduce students to the ancient and early modern origins of rhetoric, considered broadly as the art of persuasion. Insights from Plato, Aristotle, Cicero, and their followers, will be applied to modern contexts with the goal of sharpening students' attention to the uses and abuses of language in the modern world.

SEM 101 MWF 01:30-02:20 PM Richard Gibbs 18682 Irene Eibenstein-Alvis

## **ROMANCE STUDIES 1120**

### **Animals in Global Cinema: Human and Non-human**

In this class students will learn about animal welfare and conservation through international movies. We will discuss wildlife, companion, and farm animals in conjunction with human cultures, politics, and geography. The course will cover various animal species in fiction films, documentaries, and animation. Students will learn how to compose a film review, assess sources, write a critical essay, and describe film production. The class includes guest speakers and a field trip to Cornell Teaching and Research Barns. All movies are digital for students to watch them in their free time. The course is listed as sustainability inclusive by Cornell Campus Sustainability Office.

SEM 101 TR 09:40-10:55 AM Ewa Bachminska 18685

## **SCIENCE & TECHNOLOGY STUDIES 1126**

### **Science and Society: Controversies**

We generally think about science as a source of objective and dispassionate knowledge, in spite of the fact that scientists often vehemently disagree with each other. By looking at a wide range of current and historical scientific controversies, we can get a better understanding of how science actually gets done. Students will develop their rhetorical and critical thinking skills by reading, thinking, and writing about instances of contestation in

scientific, medical, and engineering knowledge. Cases will range from plate tectonics and the theory of relativity to global warming predictions and vaccination risk. Through extensive written coursework, students will learn to identify, conceptually unpack, and persuasively deploy the various forms of argumentation through which scientific and technological issues are socially negotiated.

SEM 101 TR 02:45-04:00 PM Owen Marshall 18659

## **WRITING 1380**

### **Elements of Academic Writing: Writing about Place**

How do the places where we live and learn shape our understanding of the world? Drawing on fiction, essays, anthropology, music and the natural sciences, this course illustrates different approaches to academic writing about place. Students will use observation and analysis to write their own “biography” of a place. The Writing 1380 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1380 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 101 MW 10:10-11:00 AM Scott Sorrell 18660

**WRIT 1380 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are unfamiliar with academic or research-based writing, or feel a gener**

## **WRITING 1380**

### **Elements of Academic Writing: Biohacks**

Now more than ever, biology has the potential to contribute practical solutions for many major health challenges, but can we biohack our way to optimal health? To what extent can we regenerate the human body by manipulating factors like nutrients, sleep, and movement? We will write about how scientists across disciplines are working to optimize health in our environment and evolve our understanding of disease and well-being. The Writing 1380 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1380 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims

SEM 102 MW 11:20-12:10 PM Jessica Sands 18661

SEM 103 MW 12:25-01:15 PM Jessica Sands 18662

**This course is particularly appropriate for multilingual writers. WRIT 1380 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are**

## **WRITING 1380**

### **Elements of Academic Writing: Metaphor in Art, Science, and Culture**

Metaphor is the essence of human creativity—a form of thought, desire and the language of the unconscious mind. How does metaphor operate in literature, pop culture, politics, and the thought of theoretical scientists such as Einstein and Richard Feynman? Can we improve our capacity to think metaphorically? The Writing 1380 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students

develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1380 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 104 TR 09:05-09:55 AM Brad Zukovic 18663

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## **WRITING 1380**

### **Elements of Academic Writing: Climate and Literature**

What can literature teach us about climate change? How do writers, from the medieval period to the modern, write about changes in the weather? In this course, we will investigate literary representations of air, clouds, storms, temperature, pollution, and other atmospheric phenomena. We will discuss the ways that literature can help us understand climates of the past and imagine more just and sustainable climates for the future. The Writing 1380 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1380 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 105 TR 10:10-11:00 AM Ryan Lawrence 18664

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## **WRITING 1380**

### **Elements of Academic Writing: Race in the Middle Ages**

How do historical conceptions of race shed new light on race and racism today? In this course, we will read poets, philosophers, and historians, primarily from the medieval period, in order to trace the invention, construction, and articulation of race before European colonialism and the Atlantic slave trade. The Writing 1380 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1380 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 106 TR 11:20-12:10 PM Ryan Lawrence 18665

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## **WRITING 1380**

### **Elements of Academic Writing: Food for Thought**

How does the food on your table tell a story about you, your family, your community, your nation? How do we make food choices, and how are these choices complicated by the cultural, socio-economic, and political forces that both create and combat widespread international hunger and food insecurity? The Writing 1380 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1380 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 107 TR 12:25-01:15 PM Tracy Carrick 18666

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## **WRITING 1450**

### **Communicating Big Ideas: Climate Change Rhetoric**

Record heat and historic floods, epic droughts and raging wildfires. These are just a few examples of how the world is changing due to anthropogenic (or human-induced) climate change. increasingly being In this class we will read and write about issues of environmental justice from different genres and disciplinary perspectives. Some of the questions we will address include: how scientists talk to policy makers, how young people connect to the natural world and each other, how indigenous people make use of traditional knowledge to keep the land in balance, and how people across the globe speak out for climate justice.

SEM 101 TR 01:00-02:15 PM Scott Sorrell 18669